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NOTICE

POINTS TO BE FOLLOWED WHILE WRITING NOTICES:

- Adhere to the specified word limit of 50 words.
- Name and place of the school, organization or office issuing the notice should be mentioned at the top.
- Write the word NOTICE.
- Write the date of issuing the notice.
- Give an appropriate heading.
- Clearly mention the target group (for whom the notice is to be displayed).
- Purpose of the notice.
- Mention all the relevant details (date, venue, time).
- Mention whom to contact for extra information.
- Name and designation of the person issuing the notice.
- Put the notice in a box.

Format of a notice A NOTICE is always written in a box.

NAME OF THE INSTITUTION/ORGANIZATION/OFFICE, PLACE

NOTICE

13thApril, 2022

SUITABLE HEADING

Content: Target group-for whom the notice is. Date, time, venue and all important details and any extra information needed. (Each of the Notice 50 words) Answer the questions -For whom, what, when where when how, by whom + additional information

Name

Designation

1. You are Rachit / Rachna, the Incharge of cultural club of New Public School, Delhi. Draft a notice for your school notice, board inviting the students to participate in the inter house dance competition which is going to be organised in your school.

NEW PUBLIC SCHOOL, DELHI

NOTICE

13th April, 2022

INTER HOUSE DANCE COMPETITION

All the students of our school are hereby informed that an inter house dance competition is going to be organized in our school on 28th April, 2022at 10 A.M. in the school auditorium. The winners will be selected for zonal level. Interested students may send in their names to the undersigned for participation latest by 20th April, 2022.

Rachit / Rachna

(Incharge)

Cultural Club

2. You are Raju/Rajni the secretary of the English club of ABC Sr. Sec. School. You plan to organize an educational tour to Manali during the autumn vacation. Mention the schedule of the tour and expenses to be included. Write a notice in about 50 words inviting the names of the students who are interested to join in the tour.

ABC SR. SEC. SCHOOL

NOTICE

15th April, 2022

TOUR TO MANALI

The English club of our school has decided to organize an educational "Tour to Manali" for one week during autumn vacation. The touring team will leave Delhi on 24th December, 2022 and will return back on 31st December, 2022. Those students who are interested to join the tour should contact the undersigned till 15th October, 2022. Also deposit Rs. 5000/- (rupees five thousand each) and a consent letter of your parents.

Raju/Rajni
(Secretary)
English Club

3. An inter-school debate competition is to be held in St. Stephens School, Visakhapatnam on Zonal Level. As Aakash, Head Boy of the school, draft a notice to be put up on the notice board inviting entries. Provide all necessary information in about 50 words.

ST. STEPHENS SCHOOL, VISAKHAPATNAM

NOTICE

15th April, 2022

INTER SCHOOL DEBATE COMPETITION

The school has decided to organize an "Inter-School Debate Competition" on Zonal level on 20th May, 2022 in our own school. The topic of the debate is Women Empowerment. Those students who are interested to participate in this debate competition should give their names to the undersigned before 1st May, 2022. The three best performs will be given the prize by school management committee.

Aakash
Head Boy

4. You are Samita/Sunil, the Secretary of AVM Housing Society. You are going to organize a blood donation camp in your society. Write a notice in not more than 50 words, urging the members of your society to come in large numbers for this noble cause. Invent all the necessary details.

AVM HOUSING SOCIETY

NOTICE

15th April, 2022

BLOOD DONATION CAMP

Our society is organizing a blood donation camp in the society’s community center on 20th April, 2022, from 11 AM to 5 PM. The blood donation camp will be conducted under medical expert guidance. All necessary arrangement has been made for all the blood donors like drinks, fruits and refreshment. Residents of the society are requested to participate in this noble cause and invite their friends and relatives.

Sunil/ Samita
Secretary

4. An inter-class drama competition is to be held in St. Stephens School, Visakhapatnam. As Aakash, Head Boy of the school, draft a notice to be put up on the notice board inviting entries. Provide all necessary information in about 50 words.

ABC SR. SEC. SCHOOL,NAJAFGARH NEW DELHI- 43

NOTICE

15th April, 2015

MUSICAL EVENING

The cultural society of our school has decided to organize a colourful “Musical and Dance Programe.” in the school assembly hall on July 15 at 5:30 p.m. . The chief guest will be the education director. Those students who are interested to join participate in the programe should contact the undersigned July 5, 2015. Also write the names of the music and dance.

XYZ
(Secretary)
Cultural Society

QUESTION BANK

1. You are Amar/Amrita, Secretary, Cultural Club, Aryamba Public School, Kochi. A charity show has been arranged in your school in aid of cancer patients. Write a notice to be displayed on the school notice board informing the students of the show and asking them to cooperate and make it a success. Draft the notice in about 50 words giving all necessary details.
2. Your club is going to organize an interclass singing competition. Write a notice in about 50 words inviting names of the students who want to participate in it. Give all the necessary details. You are Navtej/Navita, Secretary, Music Club, Akash Public School, Agra.
3. Sarvodaya Education Society, a charitable organization, is coming to your school to distribute books among the needy students. As Head Boy/Head Girl, Sunrise Public School, Surat, write a notice in about 50 words asking such students to drop the lists of books they need in the box kept outside the Principal’s office. You are Navtej/Navita.
4. Chennai Book Society is going to organize a week-long book fair in the city during the coming autumn vacation. It has requested your school for volunteers to manage various counters. As Secretary, Cultural Club, Chennai Public School, write a notice in about 50 words inviting the names of those who want to help. You are Lalith/Latha.
5. The Principal, Sunshine Public School, Dindigul, has invited the Inspector of Police (Traffic) to deliver a speech on Road Safety in her school. Draft a notice in about 50 words informing the students to assemble in the school auditorium.

INVITATION

An invitation is sent to near and dear ones on the occasions such as marriage, births celebrations, etc. It is formally extended to general masses for public events or functions.

INVITATIONS AND REPLIES

INVITATIONS

- **FORMAL**
 - **CARD FORM**
 - **LETTER FORM**
- **INFORMAL**
 - **LETTER FORM**

REPLIES

- **FORMAL**
 - **CARD FORM**
 - **LETTER FORM**
- **INFORMAL**
 - **LETTER FORM**

Note: A reply can either be accepted or declined. When declining an invitation, always give a reason for declining.

FORMAL INVITATION (There are two types of formal invitations)

- **Printed invitation card inviting guests to be present on a particular occasion. Such invitations do not include the name of the addressee.**
- **Handwritten letter addressed to a VIP invited to preside over a social, cultural and educational function. In such invitations the name of addressee (VIP) appears prominently.**

POINTS TO REMEMBER

- To be written in third person
- No abbreviation to be used
- Simple present tense is used
- Each entry to be mentioned in a separate line e.g.,
 - (a) The name of the person(s) who is/are inviting
 - (b) Formal expressions like 'request the pleasure of your company'
 - (c) Time and date of event
 - (d) Purpose and occasion of invitation.
- For RSVP, address and telephone no. is given at which the invitee may contact for any queries.
- Name of the Chief Guest, programme may be given.

FORMAT OF FORMAL INVITATION

- Name of the host issuing the invitation
- Standard expression for invitation (.... Cordially invite(s), request the pleasure of your company, solicit your benign/gracious presence)
- Purpose of occasion (reason for invitation)
- Name of honouree (people for whom the event is organized like marriage/ birthday)
- Day, Date and time of the event
- Venue of the event (complete address)
- In case of VIP, name of chief guest /VIP
- RSVP (Repondez S'il Vous Plait –**i.e.** respond if it pleases you)
- Telephone or mobile number of the host
- Address of the host
- Special note if any. (e.g. Keep phone on silent mode / Please be seated by ...)

EXAMPLES OF STANDARD EXPRESSIONS

- cordially request the pleasure of your company
- solicit your gracious presence
- request your benign presence
- invite you to join
- cordially invite you to
- request the pleasure of your company
- seek the pleasure of your company/ presence
- cordially request the honour of your presence

FORMAT OF FORMAL INVITATION / PRINTED CARD

Each of the following is written in a separate line

1. Name of host /hosts
- 2) Formal phrase of invitation/ standard expression
3. Purpose / Reason of invitation (wedding, birthday, inauguration, annual function)
4. Name of honouree (birthday person, groom, bride)
5. Day / date /time of function or event
6. Venue with complete address
7. Complimentary close
8. RSVP (Respond if it pleases you)
9. Address of host
10. Contact number

FORMAL INVITATION

1. Write a formal invitation for the marriage function of your daughter.

Mrs. and Mr. Madan Sharma
Solicit your gracious presence on the auspicious occasion
of the marriage of their grand daughter

SONALI
(Daughter of Mrs. Savita and Mr. Rahul Sharma)

With

SHRIDHAR
(Son of Mrs. Sushma and Kapil Sharma)
on
17th December, 2022
at
7.30 p.m.
at
Red Carpet, Party Lawn, Preet Vihar, Marg, Delhi-110031

R.S.V.P.
MadanSharma
B-36, Rajdhani Enclave
Vikas Marg, Delhi
Ph. : 9971620445

With best compliments from
Vinod Sharma & All Relatives

2. Your father, Mr. Raj Kumar Gupta, residing at K-18, 13thCross Malleswaram, Bangalore wantsto celebrate the success of your brother Rohith’s clearing the IIT-JEE Entrance Examination and securing admission in IIT Powai,Mumbai. He wants you to draft a formal invitation for him on\his behalf. Draft the invitation for him in not more than 50 words.

Mrs. And Mr. Raj Kumar Gupta

*Seek your auspicious presence
at the Grand Celebration Party
of their son Rohit's successfully passing the*

IIT-JEE ENTRANCE EXAMINATION

at 8.00 p.m. on 1st October, 2022
at

UTSAV BANQUET HALL

84-Dr. Raj Kumar, Road, Rajaji Nagar, Bangalore-55

RSVP

Raj Kumar Gupta
from
K-18, 13th Cross
Malleswaram
9971000000

With Best Compliments

Friends and Relatives

3. Draft an invitation on behalf of Mr. and Mrs. Thakur of 22A, Gali No - 8, Roshan Vihar Tilak Nagar, New Delhi, which they may use to invite their friends and relatives on the birth anniversary of their son Neelesh at their residence on 8th May, 2022.

Mrs. and Mr. Thakur

*request the pleasure of your being present
on the auspicious occasion of the*

BIRTHDAY CELEBRATIONS

**Of
their son**

NEELESH THAKUR

at 08: 30 p.m.

**On
08th May, 2022**

**at their residence
22A, Gali No - 8, Roshan Vihar
Tilak Nagar, New Delhi**

R.S.V.P.

Mrs. and Mr. Thakur

4. On April 30, your school is conducting its annual sports day. You want Mr. M. S. Dhoni, a noted Cricket Player to be the chief guest and give away the prizes to the winners and of the school competitions. Write a formal invitation in about 50 words requesting him to grace the occasion. You are Rahul, Sports Secretary, Royal Oak International School, Gurugram, Haryana.

Royal Oak International School, Gurugram, Haryana
takes immense pleasure in inviting

Renowned Cricket Player

Mr. M.S. Dhoni

to grace the occasion of

Annual Sports Day
On
April 30, 2022

From 6:00 p.m. to 8:00 p.m.
At
school Campus

Looking forward to a positive response from your end.

Rahul
(Sports Secretary)

5. Modern Public School, Delhi is organising an Inter School Music Competition. You have decided to invite noted classical musician, Mohan Gandhi as the judge and guest of honour. Draft a formal invitation for him in 50 words. You are Neeraj / Neetu, Cultural Secretary.

The Principal, Staff and Students of
Modern Public School
cordially invite
Mohan Gandhi

As
the guest of honour and judge
for
Inter School Music Competition
On
April 30, 2022

From 6:00 p.m. to 8:00 p.m.
At
school Campus

We hope you shall accept our humble request and grace the occasion.

Neetu Jha
(Cultural Secretary)

6. You are a student of Laxmi Public School, Model Town, Delhi. The School is holding its Annual Function at 5.30 p.m. on 24th December, 2022. The Education Minister has consented to be the Chief Guest. Design an invitation card to be sent to the parents and other invitees. (Word Limit 50).

**The Principal, Staff and Students of
Laxmi Public School, Model Town, Delhi**

request the pleasure of your company

On

ANNUAL DAY CELEBRATION

On

Sunday, 24th December, 2022

At

5.30 p.m.

In

the school auditorium

Honourable Education Minister has very kindly consented to be
the Chief Guest.

R.S.V.P.
Administrative Officer
9971620xxx

Special Instructions:
This card admits only two.
You are requested to be seated by 4.30 p.m.

Note : ENTRY FREE

**7. Draft a formal invitation to be sent to your friends and relatives on the occasion of
the inaugural ceremony of your new showroom.**

M/s Sharma Brothers

request your being presence
at the inaugural ceremony of their new showroom

BEAUTEX

(readymade garments)
On Sunday, 25th July, 2022 at 11:00 am
at
Shop No. 26, Janakpuri, New Delhi.

RSVP
Sharma Brothers
9971620445

**8. The Ballooning Club of India, New Delhi, invites its members to visit international
Balloon Mela – 2022. Draft a formal invitation card giving necessary details.**

The Ballooning Club of India, New Delhi

request the pleasure of your company
on
the inaugural ceremony of

INDIAN INTERNATIONAL BALLOON MELA – 2022

On Sunday, 25th July, 2022 at 11:00 am
at
Pragati Maidan, New Delhi

Mr. Sourav Ganguli the Chairman of BCCI has kindly consented
to be the Chief Guest.

RSVP
(Secretary)
9971620445

9. You are Kamal / Komal the Principal of Sushil Public School, Model Town, Delhi. Draft a formal invitation to be sent to the grand parents of the students on the occasion of The Grand Parents Day. Invent other details yourself.

**The Principal, Staff and Students of
Sushil Public School, Model Town, Delhi**

request the pleasure of your company

on

THE GRAND PARENTS DAY

On
Sunday, 26th July, 2022
At
5.30 p.m.

In
the school auditorium

Honourable Education Minister has very kindly consented
to be the Chief Guest.

RSVP
(Principal)
9971620445

Special Instructions:
This card admits only two.
You are requested to be seated by 4.30 p.m.

Note : ENTRY FREE

10. Sunrise Global School, Agra is going to organize a one-act play competition in the school auditorium. You have decided to invite noted stage artist, Nalini to grace the occasion. Draft a formal invitation for her in about 50 words. You are Karuna/Karan, Cultural Secretary.

The Principal, Staff and Students
Of
Sunrise Public School
take pleasure in inviting
noted stage artist

MS. NALINI

to grace the one-act play competition
in
the School Auditorium
on
Tuesday, 1st July, 2022
From 8:30 am to 11:00 am

Awaiting a favourable response from your end.

RSVP
Karuna, Cultural Secretary
9971000000

FORMAL INVITATION-LETTER FORMAT

An invitation written formally in the letter format has the following characteristics:

- Meant for an individual (a formal letter of invitation)
- Include the name of the invitee
- These are to be written on run-on lines. The sentence is not broken into different words/phrases.
- Other details are similar to the mass-scale invitations.

1. SAMPLE-FORMAL INVITATION-LETTER FORMAT

Kamala Nehru School
Cantonment
Bangalore

17th December, 2022

Mr. K. J. Singh
District Commissioner of Police
Police Lines
Bangalore

Subject: Invitation 'Annual Day Function'

Sir

It gives us immense pleasure to inform you that we are celebrating our school's Annual Day function on 4th January, 2023 at 5.30 p.m. in the Activity Hall of the school. We shall consider it a great honour if you could grace the occasion and preside over the function as the Chief Guest and give away the prizes.

Yours faithfully
Principal

2. You are the Secretary of the Ritz Students' Association, St. Peters School, Nainital. The 20th Alumni Meet will be held on Sunday, the 28th January, 2023 at 8.00 p.m. at Plaza Hotel. Write invitation letter to all the old students of the school to attend the meet.

Ritz Students' Association
St. Peters School
Nainital

10th December, 2022

Dear Alumna/Alumnus,

The 20th Alumni Meet of St. Peters School, Nainital will be held on Sunday, 28th January, 2023 at 8 p.m. at 'The Plaza Hotel'. Old students, along with their spouses will be our guests of honour. Kindly assemble at 8.00 p.m. in the banquet hall for a get-together, dance and dinner party.

Please confirm your seats by sending ₹ 700 to the undersigned.

Meenakshi
(Secretary)

INFORMAL INVITATIONS

Main Characteristics:

Informal invitations follow the pattern of ordinary personal letters. These letters are written to relatives, friends and acquaintances.

- These letters are first/second person presentations.
- Personal feelings and emotions find an expression.
- The writer's address is given in the usual place.
- The salutation is usually "Dear" plus "Name".
- The date of writing is given, but the year is generally omitted.
- The style and tone are relaxed and informal.
- Different tenses are used as the sense demands.
- The complimentary close is "Yours sincerely".

1. Rohit has got success in CBSE-PMT and got admission in Shivaji Medical College, Nagpur. He wants to celebrate it with his friend. Write an informal invitation giving details of venue, time and date. Do not exceed 50 words.

33/427
Priya Vihar
New Delhi

15th December, 2022

Dear Varun

You will be glad to learn that I have secured 50th rank in the CBSE-PMT competition. I have got admission in a prestigious institution 'Shivaji Medical College, Nagpur'. I want to share a few happy moments of my life with you at a dinner in the Hotel Kanishka at 9.00 p.m. on 25th December, 2022. Please join the celebrations and merry-making.

Yours sincerely
Rohit

2. You are Leena Sen. The wedding of your elder sister Reena Sen is going to be held on the 15th January, 2023 at Hotel Lake View, Udaipur. Write out an informal invitation to your friend Veena requesting her to attend the function.

4357
Vasant Kunj
Raj Nagar

10th December, 2022

Dear Veena

You will be pleased to know that the wedding of my elder sister Reena Sen is going to be held on the 15th January, 2023 at Hotel Lake View, Udaipur. The whole family will move there in the morning. I invite you to join us at lunch in the hotel on the 15th January, 2022. The wedding ceremony will take place at 8: 00 pm in the evening. I hope you will join us on the auspicious occasion.
Yours sincerely
Leena

3. You are Ankit Verma. Your friend from Malaysia is staying in the hostel. Invite him to join Diwali celebrations with you at your residence.

315/2
Raja Gardens
New Delhi

25th October, 2022

Dear Konishk

You know that Diwali, the festival of lights, is approaching. It gives me great pleasure to invite you for Diwali celebrations at my residence. We shall have great fun. Do join us for 'Laxmi Puja' and Diwali celebration.
Yours sincerely
Ankit Verma

**WRITING REPLIES
(FORMAL AND INFORMAL)
OR**

RESPONDING TO INVITATIONS

A formal reply is usually very short. It is brief and to the point. The quality of a good reply is that it must always be pleasant. Even while declining the invitation or expressing inability to attend one must be polite and courteous. Formal replies demand a formal tone and treatment. There is no room for unnecessary details or superfluous matter in them.
An informal reply or private letter may, however, express personal feelings or desires in an intimate style and informal tone.

Main characteristics:

Formal Replies

- Acknowledge the invitation.
- Express thanks in third person.
- When accepting, confirm date and time
- If declining, give reason, convey your best wishes
- Not to be signed at the end
- Give date and address at top left hand
- Do not exceed the word limit (usually 50 words).

REPLY TO FORMAL AND INFORMAL INVITATION
REPLIES ACCEPTANCE / REFUSAL

Formal Acceptance:

1. You are Mr. Harsh Malhotra of 25, Rama Vihar, Gurugram. Draft a formal reply to Mrs. & Mr. Chawla accepting the invitation to attend the birthday party of their son. Invent other details yourself.

25, Rama Vihar
Gurugram

25th January, 2023

Dear Mr. Chawla

Mrs. and Mr. Harsh Malhotra thank Mrs. and Mr. Chawla for inviting them on the occasion of 15th Birthday of their son, Master Santosh Chawla on Monday, 30th January, 2023 at Om Sweets, Sec. 23, Gurugram at 8p.m., which they are delighted to accept. It's their great pleasure to attend the ceremony. They wish the young boy many happy returns of the day.
Best Wishes
Harsh Malhotra

2. You are Vikram Gaur of House No 15, Jhankar Colony, Agra. Draft a formal reply accepting an invitation to be present on the occasion of the wedding of Ankush S/o Mr.& Mrs. Shankar of 24, Green Park Road, Kanpur.

House No 15
Jhankar Colony
Agra

10th January, 2023
Dear Mr. Shankar

Mr. and Mrs. Vikram Gaur thank Mr. And Mrs. Shankar for inviting them on the occasion of the wedding of their son Ankush at 24, Green Park Road, Kanpur on 15th January, 2023 and assure them that they will be present on the occasion to wish the newlyweds a very happy married life. They will reach Kanpur by the Agra Mail which leaves Agra at 8.00 a.m.
Best Wishes
Vikram Gaur

3. You are Mr. Ajay Kumar of 7 Park Avenue, Delhi. Draft a formal reply accepting an invitation to attend a house warming party hosted by your colleague Mrs. and Mr. Satish Sharma at 56, South Delhi Apartment Delhi.

7, Park Avenue
Delhi

9th January, 2023

Dear Mr. Satish Sharma

Mrs. and Mr. Ajay Gupta thanks Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party at 56, South Delhi Apartment, Delhi, on 17th January, 2023 at 11 a.m., which they are delighted to accept. It's their great pleasure to attend the ceremony.
Best Wishes
Ajay Gupta

4. You have received an invitation to be the judge for a Cultural Literary Competition in St. Mary’s School. Send a reply in not more than 50 words, confirming your acceptance. You are Joe/Joyce.

St. Mary’s School,
Anna Nagar
Chennai

15thSeptember, 2022

Sir/Madam

I would like to express my gratitude for being invited to be the judge for a Cultural Literary Competition to be conducted in your school. I confirm my acceptance and will make sure I am present on the scheduled date and time.

Yours sincerely
Joe/Joyce

5. You are Akshya / Aakriti. You have been invited to participate in a seminar on ‘Fundamental Rights of Children’, organised by the Lions Club of your district. Respond to the invitation by writing a letter to the Secretary of the club.

25, Aram Bagh
Road Meerut

5th May, 2022

The Secretary Lions Club
Meerut

Subject: Acceptance of Invitation

Sir

Thanks for your invitation for a seminar on ‘Fundamental Rights of Children’, and your concern for the under-privileged children. I would like to utilise this opportunity to share my experiences with other like-minded enthusiasts and experts. I hereby confirm my participation in the seminar.

Yours sincerely
Akshya / Aakriti

Formal Refusal:
1. You are Mr. Ajay Kumar of 7 Park Avenue, Delhi. Draft a formal reply of refusal expressing inability to attend a house warming party hosted by your colleague Mrs. and Mr. Satish Sharma at 56, South Delhi Apartment, Delhi.

7, Park Avenue
Delhi

9th January, 2021

Mrs. and Mr. Ajay Gupta thanks Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party at 56, South Delhi Apartment, Delhi, on 17th January, 2023 at 11 a.m.,but regret their inability to accept the same due to urgent and unavoidable assignment abroad.

Best Wishes
Ajay Gupta

2. You are the principal of a reputed school and you are invited for the inauguration of a painting exhibition near your school. Send a reply in not more than 50 words, expressing your inability to attend the exhibition. You are Ashwini/ Ashwin.

MGM Palace
JK Colony
Mumbai

15thSeptember, 2022

Dear Sir/Madam

I would like to thank you for inviting me for the inauguration of the painting exhibition. But, I regret my inability to attend the inauguration due to a prior commitment. I have to attend a meeting of principals conducted by the DPS on the same day the inauguration is scheduled. Please accept my best wishes for the conduct of a successful event and excuse me for not being a part of it.

Yours sincerely
Ashwini/Ashwin
Principal

3. You are Vaibhav / Vaishali. You are invited to attend the wedding function of your friend’s sister during theChristmas holidays. Respond to the invitation, regretting your inability to attend it. (50 words)

101, Safdarjung Colony
New Delhi

4th January, 2022

Dear Sangita

Thank you for your cordial invitation on the occasion of your sister’s wedding. I, however, regret that I will not able to be with you on the happy occasion, because we are leaving for Mumbai for the Christmas holidays. Please excuse my absence. Do convey my best wishes and regards to the couple.

Yours sincerely
Vaibhav / Vaishali

5. You are Akshya / Aakriti. You have been invited to participate in a seminar on ‘Fundamental Rights of Children’, organised by the Lions Club of your distinct. Respond to the invitation by writing a letter to the Secretary of the club.

25, Aram Bagh
Road Meerut

5th May, 2022

The Secretary Lions Club
Meerut

Subject: Inability of Invitation

Sir

Thank you very much for inviting me to participate in a seminar on ‘Fundamental Rights of Children’. I feel honoured and obliged. However, I shall not be able to accept your invitation

due to some previous commitments which keep me confined to my place on that day.
Thanking you once again for your kind invitation.
Yours sincerely
Akshay / Aakrit

Informal Replies

- Acknowledge the invitation in first person.
- Use second person for the sender of invitation.
- Mention acceptance/regret.
- Specify the reason in case of refusal.
- Use warm and simple language.
- Do not exceed the word limit (usually 50 words).

Informal Acceptance:

1. You are Manoj /Mini, living at 217 MIG Flats, Surya Vihar, New Delhi. You have been invited to attend a birthday party of your closest friend. Respond to this invitation.

217 MIG Flats
Surya Vihar
New Delhi

15th March, 2022

Dear Shuchi

I have received your invitation for your birthday party on 25 March, 2022 at 5 p.m. at Hotel Janpath. I am extremely happy to know that all our old friends are likely to be there. I would like to confirm my participation. Looking forward to the momentous occasion. With love.
Manoj/Mini

Informal Refusal:

1. You are Aakash/Varsha living at 205, Vasant Kunj, New Delhi. You have been invited to attend the wedding of your friend’s sister during summer vacation. Respond to the invitation, regretting your inability to attend it.

205, Vasant Kunj
New Delhi

4th December, 2022

Dear Neha

Thank you for your cordial invitation on the occasion of your sister’s wedding. I, however, regret my inability to be with you on this happy occasion as we shall be leaving for Shimla for summer holidays on 1st January, 2023. Please excuse my absence. Do convey my regards and best wishes to the couple.
Yours sincerely
Varsha/Aakash

LETTER WRITING (Formal)

LETTER TO THE EDITOR

Letter writing is an essential skill. It is still one of the most important and popular means of communication.

Points to Remember:

- Grab the reader’s attention.
- Explain the matter in the first paragraph.
- Explain why the issue is important.
- Give evidence of your praise or criticism.
- State the writer’s opinion about what should be done.

Purpose of the letter:

- To express one’s opinion on a wide range of issues.
- To express and share one’s observations and views in a public forum.

Language of the letter:

- Formal language must be used.
- Repetition of ideas must be avoided.
- Sub paragraphs should be used in an organized way.
- Personal outlook must be included and biased language should be avoided.

Format of the letter:

1. Sender’s Address

- Sender’s address is preferred on the top left hand corner.

2. Date

- The date is preferred below the sender’s address and it should be alpha numeric.

3. Receiver’s Address

Receiver’s rank, Name of the firm/ department/ etc. is written on the left margin below the date.

4. Salutation

- We must write ‘Sir/ Madam’ as greeting

5. Subject

- The subject should be as per the question. The first letter of each word should be capital.

6. The Body / content

- First Para.....Introduction
- Second Para.....Causes/ Effects/ Problems...
- Suggestions/ Solution
- Third Para..... Concluding Para
- Complimentary Close.....Subscription
- Name

SAMPLE FORMAT

C- 47
Rohini
New Delhi

(Sender's Address)

1stDecember, 2022

(Date)

The Editor
The Times of India
Karol Bagh
New Delhi

**(Receiver's Rank)
&
Address**

Sir/ Madam

(Salutation)

Subject: As Per the Question

(To be underlined)

Through the columns of your esteemed daily/ prestigious newspaper, I would like to draw the attention of the concerned authorities /general public towards _____
_____ .

(Introductory Para)

Causes/ effects/ Problems _____. **(Main paragraph -2nd Para)**

Suggestions/ Solutions _____ .
I hope that you will publish my letter in your esteemed daily and the concerned authorities will take quick and speedy action. **(3rd Para-concluding para)**

Thanks

Yours truly/Yours sincerely/ Yours faithfully **(Subscription)**

XYZ

Beginning lines: Some samples

Kindly allow me to use some space in your esteemed daily to draw the attention of the concerned authorities toward _____ .

OR

May I have the privilege of using a few lines of your esteemed newspaper regarding _____ .

OR

Through the columns of your esteemed newspaper, I would like to draw the attention of the concerned authorities towards _____ .

OR

May I have the honour to use a little space of your esteemed newspaper to draw the kind attention of the concerned authorities towards _____ .

Ending Lines: Some samples.

Hope some effective measures will soon be adopted to improve the existing situation.

OR

Hope the concerned authorities will take notice and do something in this direction.

OR

I hope the concerned authorities and the general public will see the gravity of the matter and some measures will be adopted to _____

1. You are Keshav / Karuna, living at A- 32, MG Road, Bangalore. You are very much concerned about the bad state of roads in the city. Write a letter to the editor of a newspaper expressing your concern over the problems faced by the commuters and giving suitable suggestions to solve the problem.

A-32
MG Road
Bangalore

15th November, 2022

The Editor
The Times of India
Indira Nagar
Bangalore

Sir / Madam

Subject: Bad State of Roads in Bangalore

Through the columns of your prestigious newspaper, I would like to draw the attention of the concerned authorities towards the bad state of roads in Bangalore. I also want to throw light on the problems and inconveniences faced by the people of Bangalore due to the deplorable condition of roads in the city.

Bangalore is no more a pleasant city to live in now. Most of its roads are riddled with Potholes and craters despite crores of rupees spent every year. The recent monsoons exposed all the tall claims of authorities to provide trouble-free and convenient road drives on the roads of Bangalore. Potholes and craters have added to the woes of thousands of commuters. The students of the city are the worst sufferers. Bad state of roads in the city causes frequent delays and traffic jams. Uneven surfaces, potholes and craters cause frequent road accidents. Bad planning and compromises made in specifications result in substandard work. The absence of shoulder-drains to carry rain water obviously damages the roads. More than anything else the politician- contractor nexus has to be blamed for the pathetic condition of roads. The situation is grave but not beyond redemption. It demands immediate attention and prompt and effective measures. Only contractors of proven integrity and credentials should be shortlisted for building roads. Proper planning or design and use of good material can help in keeping the roads of the city in a good state.

I hope my letter will get due space in your esteemed newspaper and the concerned authorities would take necessary and speedy action.

Thanks
Yours truly
Keshav/ Karuna

QUESTION BANK

1. You have realized the necessity of education and financial independence of women for their family, society and in turn for the nation. Write a letter to the Editor, 'The National Times' highlighting your ideas on the importance of education of women leading to a better status for them. You are Tarun/Taruna, B – 7/9, Mall Road, Delhi.
2. Lack of job opportunities in rural areas is forcing eople to migrate to cities. Every big city thus has a number of slums in it. Life in these slums is miserable. Write a letter in 120 – 150 words to the editor of a national newspaper on how we can improve the living conditions in these slums. You are Karan/Karuna, M114, Mall Road, Delhi.
3. You are Kamini/Kamal of 10, Civil Lines Extension, Chanakyapuri, Agra. The main road leading to your locality has three open manholes causing frequent accidents at night, especially during the rainy season. Write a letter to the Editor, The Times of India, drawing attention of the Municipal Commissioner to this problem of the residents.

JOB APPLICATION

After attaining a certain age and qualification, people begin writing applications for jobs. Most of the applications are written in response to advertisements published in newspapers or those of employment agencies. When you apply for a job, the letter consists of two parts-covering letter and the bio-data or curriculum vitae. The following points are to be remembered while preparing the covering letter.

Follow the format of a formal letter.
Your letter should be brief and to the point.

- Introduction - Mention the source from where you got the information about the vacancy you are applying for and your wish to apply for the post.
- Body - Give a brief summary of your qualifications – academic and professional, whichever applicable and experience, and how you feel that helps you to apply for the post mentioned.
- Conclusion - Make a reference to CV, photograph and other details enclosed, and express your wish to attend an interview.

Finish the covering letter on a promising and positive note.

- After signing off, give a short title "Enclosures" and list the following:
Bio-data
Copies of certificates
Passport size photograph

The CV should have the following details.
The Curriculum Vitae should present all your personal and professional details in a specific format.

- The CV has four parts:
Personal information
Qualification - academic and professional.
Experience
References

Qualification should be written in a table with four columns:
Name of the exam, Name of the University, Year of passing and Percentage of marks
Qualification should be written from the current qualification to the first.

Experience should be written from the current to the first.

Referee's full name, designation, postal address and telephone number should be written.

1. You recently came across the following job advertisement in The Times of India:

Sales Representatives
(Age less than 26 years)

Young and enthusiastic candidates. Dynamic, target-driven and with a flair for selling. Should have good communication skills and pleasing personality. Apply within a week with detailed Resume to India Phone 42, Outer Ring Road, Near Friends Colony New Delhi.

Respond to the above advertisement giving details of your profile. You are Keshav Shukla / Aditi Shukla, living at House No. 142, Near Friends Colony, New Delhi.

House No. 142
Near Friends Colony
New Delhi

15th July, 2022

The Manager
India Phone 42
Outer Ring Road
Near Friends Colony, New Delhi

Subject: Application for the Post of Sales Representatives

Sir

With reference to your advertisement in The Times of India, dated 12th June, 2022, I have come to know that there is a vacant post for Sales Representatives in your company. I want to apply for the same.

I have done Graduation from DU. I have 5 years working experience. I have good knowledge of public dealing.

If you give me a chance, I will try to satisfy you with my performance.
Thank you
Yours truly
Keshav / Aditi Shukla

Enclosed Bio – Data

BIO – DATA	
Name	: Keshav / Aditi Shukla
Father’s Name	: Ram Kishan Shukla
Sex	: Male / Female
Date of birth	: 5 th January, 1990
Address	: House No. 142, Near Friends Colony, New Delhi
Phone number	: 9971620445
Educational Qualification	: i. 10 th from CBSE in 2005. ii. 12 th from CBSE in 2007. iii. Graduation from DU in 2010
Experience	: 5 years working in Rama Pvt. Ltd. Delhi
Hobby	: Singing
Nationality	: Indian
Religion	: Hindu
Marital status	: Unmarried
Salary expected	: 50000/
Salary withdrawn	: 45000/
Reference	: 1. Mr. Prashant Kumar Executive Engineer ABC Pvt. Ltd. Delhi 9971620445 2. Mr. Suresh Kumar Engineer Rama Pvt. Ltd. Delhi 9971620445

QUESTION BANK

1. You are Anand / Arti of 14, Model Town, Delhi. You have seen an advertisement in the Hindu for the post of Chief Chef in a five-star hotel. Apply for the job with complete bio-data to the Manager, Radisson Blue, Dwarka, New Delhi. Write a letter in 125 to 150 words.
2. You are Prem / Parul of 16, TT Nagar, Bhopal. You would like to apply for the post of Marketing Manager in a reputed farm in Mumbai. Write a letter to the Public Relation Officer, Chantac Enterprises, Mumbai. Apply for the job with complete bio-data. Write a letter in 125 to 150 words.
3. You are Suresh / Smita. You come across the following advertisement in a National Daily. You consider yourself suitable and eligible for the post. Write an application in response to the advertisement.

SITUATIONS VACANT

Applications are invited for the post of a Nursery teacher in a reputed school of Delhi. The candidate must have at least 5 years experience of teaching tiny – toys. The applicant must have a pleasant personality. He / She should be creative and innovative. Attractive salary. Interested candidates should apply to The Principal, AKS International, Indirapuram, New Delhi, within 10 days with detailed resume.

4. Read the advertisement given below and write a letter applying for the job. Also give your detailed resume to be sent along with the letter. You are Parveen Kumar of 95 HAL Colony, Bengaluru.

SITUATIONS VACANT

Wanted Postgraduate Teacher in English to teach Senior Secondary Classes in a reputed school in Bengaluru. The candidate must have minimum three years teaching experience. Apply to Box No. 178, C/O 'The Deccan Herold', Bengaluru-500015.

5. You are Akshar/Akshara living at B – 9, Fort Road, Pune. You have read the advertisement given below. You are qualified for the job. Write an application in 120 – 150 words along with resume.

India Chemical Industries, Delhi Requires Accounts Officers, Qualification : B Com., Experience : Minimum 4 years, Salary : Best in the industry, Apply to : The Managing Director, ICI, B – 12 Barakhamba Road, New Delhi

REPORT WRITING

What is a report?

A report is a factual description of an issue or a problem. A report is written for a clear purpose and for a particular audience. Various forms of reports are: newspaper reports, inquiry reports, progress or action taken report, a police report, a report of a meeting, etc., each having a distinct character and format.

Generally, two types of reports are asked in the CBSE Class 12 English paper, namely, newspaper report or a magazine report. Newspaper report is the one which is published in a newspaper and magazine report is generally written for a school magazine.

A well written report will must possess the following traits:

- adherence to the specifications of report brief.
- analysis of relevant information.
- structuring material in a logical and coherent order.
- presentation in a consistent manner according to the instructions of the report brief.
- making appropriate conclusions that are supported by the evidence and analysis of the report.

Now, it is very important to follow a proper format. Not to forget that format carries marks.

FORMAT OF A MAGAZINE REPORT

- 1. Heading:** A descriptive title which is expressive of the contents of the report.
- 2. By line:** Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.
- 3. Opening paragraph (introduction):** It may include the '5 Ws' namely, WHAT, WHY, WHEN and WHERE along with WHO was invited as the chief guest.
- 4. Account of the event in detail:** The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.
- 5. Conclusion:** This will include the description of how the event ended. It may include quote excerpts from the Chief Guest's speech or how did the event wind up.

FORMAT OF A NEWSPAPER REPORT

- 1. Headline:** A descriptive title which is expressive of the contents of the report.
- 2. By line:** Name of the person writing the report along with the designation. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.
- 3. Place and date of reporting:** It is generally not mentioned in a magazine report separately, but here, it is.
- 4. Opening paragraph:** It includes expansion of the headline. It needs to be short as it is a general overview of the report.
- 5. Account of the event in detail:** It is generally written in two parts: First, complete account of what happened in it's chronological sequence (preferably) and second, the witness remarks.
- 6. Concluding paragraph:** This will include the action that has been taken so far or that will be taken. It is the last paragraph.

Talking about marks, it comes as a 5 marks question. The breakup for which (as per CBSE Marking scheme for 2022-23) is as follows:-Format (Heading and Reporter's name): **1 mark**, Organization of ideas: **2 marks**, Content: **1 mark**, Spelling and grammar:**1 mark**

Tips to attempt a question on report writing format:

Here are a few valuable tips for you to attempt the class 12 English writing skills – report writing question in a better way.

- Make sure you use language which is suitable for the audience you are addressing to. Usage of complex vocabulary for addressing children is not advisable.
- Make sure you write in paragraphs.
- Practice previous year question papers.
- Read as many samples as you can. It will give you an idea as to how they are actually written.
- Read the question at least twice and highlight the important information. It is very important to understand the question and read between the lines. Albert Einstein once said,

“If you can’t explain it simply, you didn’t understand it well enough.”

- Plan before you pen. Just make a list of all your important points on the rough sheet (last sheet of your answer booklet) so that you do not forget relevant points while writing. This also helps you in maintaining a sequence, which is very important.
- Presentation is very important.
- Make sure you double check for grammatical accuracy and spellings. They carry marks.
- Leave adequate number of lines between paragraphs to make it looks clean.
- Underlining the main points is very important. But it is advised to do it after finishing your exam. Use a dark blue pen and scale for underlining.
- Make small sentences. It restricts the scope of grammatical inaccuracies.

1. Your school had recently arranged a musical night in the school auditorium. Write a report in 100-120 words on this programme, for your school magazine. You are Mahima/Mahesh, Cultural Secretary of Vasant Public School, Delhi. Invent the details.

ATDB.uno
A MUSICAL NIGHT

By - Mahesh Gupta (Cultural Secretary)

Delhi; 6th November, 2022: To promote awareness towards cultural activities and to enhance the talent of students, particularly in the field of music and dance, the management and staff of Vasant Public School organised a musical night in the school auditorium on 4th November, 2022. Mr. Prabhu Shekhar, the D. M. of Delhi, inaugurated the programme as the chief guest. Many other reputed people from various schools and institutions were also present. The programme began with the invocation of Goddess Saraswati. After that many colourful programmes were presented by the students. Natraj stuti and Dance Drama – Save the planet – stole the show. Participants were very enthusiastic about the event. Many of them performed quite well and received great applause from the audience. Parents of almost all the students were also present. One girl, Aditi, of class XII won the heart of everyone present there by her melodious song. One group of boys and girls performed the folk dance that represented the cultural heritage of our state. In his address, Chief Guest appreciated the efforts made by children and wished them all success. The event ended with the vote of thanks. It was a fascinating show.

2. You are Sakshi/ Ajay of Jan Kalyan School, Delhi. Your school organised an inter-school debate competition last month. Write a report of this event in 100-120 words for your school magazine giving details like schedule, venue, topic, winners etc.

INTER-SCHOOL DEBATE

By – Sakshi

Delhi; 15th September, 2022: An Inter School Debate was held at Jan Kalyan School, Delhi on 14th September, 2022. It was a very successful event due to the enthusiastic participation by the students. The topic chosen was interesting, 'Nothing is Permanent Except Change'. The judges were renowned personalities from education, media, and journalism. The debate started sharp at 9 am in the school auditorium. Intelligent and lively expression of points and counterpoints by the speakers charged the atmosphere. There was rebuttal from the audience to test the speakers further. The judges had a tough job picking up the best from the best. The announcement of results brought great cheers and some disappointments. After the debate the guests were served refreshments. Thus our annual event came to a happy ending.

3. Literary Club of your College organized a panel discussion on Brain Drain for the benefit of the senior school students. Write a report for your College magazine, about the event.

BRAIN DRAIN

By - Rajesh V. Kumar

Patna; 30th August, 2022. "The Problem of Brain Drain could be tackled very easily with the willing cooperation of students". This was the finding of the students who listened to the panel discussion at St. Patrick's College Patna. Inaugurating the discussion, Dr. Charan T. Verma, Dean of career studies M.G. University said the new Economic policy could provide avenues to the unemployed youth of the country. 150 students from across the state were benefited out of the Panel Discussion. Messrs. Mallikarjuna, Industrialist from Noida V. R. Shukla, Psychologist Kiran and Professor G.V. University, were the members of the panel and the panel discussion was followed by a Brain Storming session on "Issues before the Nation" moderated by Sri. J. A. Balakumar, Professor, Delhi University. In the post-lunch session, the participants had a group discussion on various issues related to Brain Drain. Dr. Kamalakar, Bursar of the college, in close association with the college Literary Club had made elaborate arrangements.

5. Write a news report on the inauguration of a science exhibition which was attended by a VIP.

(Note: When a VIP attends the function, the function may become less important and the VIP gets prominence in the report.)

"SCIENCE HOLDS INDIA'S FUTURE" – KALAM

By – Nadeem

Agarthala; 28th August, 2022: It is science that holds the destiny of India's future says Dr. A.P. J. Abdul Kalam. Inaugurating a science exhibition in one of the schools here, Dr. Kalam said that students will have to study science for its own sake and not for becoming a doctor or an engineer. "The development of the country much depends on the Scientists who could help solve problems faced by the nation in different fields" The dream of every citizen to see India as a super power will soon be fulfilled if the students' energy and enthusiasm are properly channelized. The exhibition was organized under the aegis of Lions' Club of Agarthala. Earlier during the day, he visited an orphanage and spoke to the children for over an hour and lunched with them

6. Write a news report on a road accident you witnessed.

24 KILLED IN ROAD ACCIDENT

By - Jaya Prakash

Agra;29th August, 2022: Twenty-four people including a woman and a two-month baby were killed in a tragic road accident involving a truck and Tata Sumo at Najafgarh, a village 14 km from here. The ill-fated Tata Sumo was carrying a marriage party from Delhi to Mathura. The truck carrying industrial goods to Noida collided head-on with Tata Sumo killing twelve of them on the spot. The injured were immediately rushed to Dr. RML Hospital where eight succumbed to injuries. The Police have registered a case against the truck driver and they are on a man hunt. Eye – witnesses commented that it seemed the negligence of the truck driver that caused the accident. It was really a heart touching scene.

7. Maxim Gorky School, Delhi, celebrated 'Nutrition Week' from 1st September to 7th September by arranging inter-school cookery contests, oratorical, painting and poster competitions, besides talks by eminent nutritionists and medical professionals. There was an overwhelming response from students and parents. Prepare a report in 120-150 words to be published in your school magazine. You are Arjun/Anita, School Pupil Leader.

NUTRITION WEEK

By : Anita (Pupil leader)

New Delhi; 8th September, 2022: The ever active Health Club of Maxim Gorky School, Delhi, celebrated 'Nutrition week' starting from September 1 to September 7, 2022. Renowned holistic health and fitness guru, Dr. Indey Nanta graced the occasion with his presence as Chief Guest on the inauguration day. He spoke about why exercise is important to stay fit. Other eminent nutritionists who visited the school throughout the nutrition week also shared ideas about choosing a healthy life style and food alternatives. Medical professionals were also invited to the event, who conducted health check-ups for students, teachers and staff members. Throughout the week, the school witnessed a variety of cultural programmes, such as inter-school cookery contest, oratorical, painting, poster making competition, etc. There was an overwhelming response from students and parents who even invited their friends and family to the event. The celebration ended with distribution of prizes and certificates among winners of various competitions, which took place during the 'Nutrition Week'

8. A few teachers and students from the Edwin University had visited your school on an exchange programme. You welcomed them grandly. Write a report in 120-150 words on the celebration. You are Brijesh/Benu.

AN ENLIGHTENING EXCHANGE PROGRAMME

By : Benu

Gurugram; 12th February, 2022: Four teachers and fourteen students of Edwin University, London visited our school on a month long exchange programme, which commenced on Monday, February 11, 2022. They were given a grand welcome by the Principal, teachers and students of our school. The school was beautifully decorated and sported cheerful welcome posters for the delegates everywhere. The grand inaugural event began with the welcome speech by our school Principal followed by a vote of thanks by the Head of the Department, Cultural Affairs, Edwin University. Their speeches focussed on explaining the students about the importance and features of this

exchange programme. This was followed by a cultural programme that was presented by the students of both schools. The highlight of the event was the folk dance presented by the students of class-XII. The music and the beats of the song made the students of Edwin University dance along. Later a group song by the student delegates of Edwin University, which they performed in Hindi, came as a pleasant and enjoyable surprise. With exchange of new learning and teaching methods, this exchange programme was truly a learning experience for the visitors as well as the host school.

9. You are Mridul/Mridula, an HT correspondent. You witnessed a protest rally by a youth organisation. Mentioning the purpose of rally, places covered and reaction of public, write a report in 120-150 words for your newspaper.

PROTEST RALLY AGAINST RAMPANT CORRUPTION

By : Mridul Gupta (HT Reporter)

New Delhi; 24th May, 2022: Members of the Young Urban Volunteers Association (YUVA), a youth organisation, held a protest rally on 23 May, 2022. Young boys and girls of YUVA organised the rally to raise their voice against rampant corruption in the society. The four hours long rally saw participants from various age groups who took to the road at 11:00 a.m. sharp. The rally started from Connaught Circus and moved further to Janpath. From there the rally group walked to various iconic places of capital city, singing patriotic songs and shouting slogans on anti-corruption. The rally finally stopped at Qutub Minar where the youth representatives of YUVA performed a street play on corruption and how to curb it. The attempt to spread the message of protest against corruption proved quite successful with general public joining in and vowing to fight against it.

10. Your school had recently arranged a musical night in the school auditorium. Write a report in 120-150 words on this programme for your school magazine. You are Mahima/Mahesh, Cultural Secretary of Vasant Vihar Public School, Itarsi. Invent the details.

A MUSICAL NIGHT

By : Mahesh Gupta(Cultural Secretary)

Itarsi;6thApril, 2022: To promote awareness towards cultural activities and to enhance the talent of students, particularly in the field of music and dance, the management and staff of Vasant Vihar Public School organised a musical night in the school auditorium on 4th April 2022.

Mr. Prabhu Shekhar, the D M of Itarsi, inaugurated the programme as the chief guest. Many other reputed people from various schools and institutions were also present. The programme began with the invocation of Goddess Saraswati. After that many colourful programmes were presented by the students. Natraj stuti and Dance Drama – Save the planet – stole the show. Participants were very enthusiastic about the event. Many of them performed quite well and received great applause from the audience. Parents of almost all the students were also present. One girl, Adhiti, of class XII won the heart of everyone present there by her melodious song. One group of boys and girls performed the folk dance that represented the cultural heritage of our state. In his address, Mr. chief guest appreciated the efforts made by children and wished them all success. The event ended with the vote of thanks. It was a fascinating show.

ARTICLE WRITING

Students will be asked in the examination to write a descriptive or argumentative piece of composition in about 150 – 200 words. The composition shall be in the nature of an article for a newspaper or school magazine or in a speech on a given topic. The writing will be based on the given visual or verbal input.

Input: can be in the form of broad hints, short outline or only a suggestive beginning. It can also be in the form of a figure or diagram. The only purpose of giving input for a piece of composition is to discourage the habit of cramming among students. They should be able to form their own ideas on a given subject or situation and express them in a language of their own.

Descriptive Writing: describes some object, place or person.

Argumentative Writing: aims at convincing the reader with the arguments in support of an idea presented.

An article consists of:

1. **Title:** An eye-catching title which attracts the readers' attention and suggests the theme of the article.
2. **Introduction:** An introduction which clearly defines the topic to be covered and keeps the reader's attention.
3. **Main Body:** The main body of two to five paragraphs in which the topic is further developed in detail.
4. **Conclusion:** summarizing the topic or a final opinion, recommendation or comment.

An article/ composition is usually in the form of a couple of paragraphs. It can be in a single paragraph also. It relates to one topic, theme or subject. In order to write a good piece of composition, students should keep in mind the following:

1. Think deeply on the given topic and study carefully the given visual / verbal input. Some other ideas may come to your mind. Arrange all these ideas / points in the logical order you want to develop for your article.
2. Now start writing and develop your points one by one into a single whole.
3. Your writing should be lucid (clearly expressed, easy to understand). Every sentence should naturally rise from the previous one and flow into the next.
4. The first sentence should be the topic sentence. It should at once introduce the main idea of your paragraph. Similarly, the last sentence should state the conclusion on the topic.
5. Divide your composition into suitable paragraphs.
6. The composition should be brief, meaningful and to the point. Don't exceed the prescribed word limit.
7. Complete sentences should be used and the vocabulary should be rich. Colloquial* expressions and slangs* should be avoided.

*Slangs = very informal words and expressions that are more common in spoken language, especially used by a particular group.

*Colloquial = Used in conversation but not in formal speech or writing.

1. You are Veer/Veena, a student of Class XII of SPS school, Maidan Garhi. While watching many realities show on T.V. you felt that they are harmful for children. Write an article in 150-200 words on "Negative impact of reality shows on children".

Negative Impact of Reality Shows on Children

By : Veena

There has been a lot of discussion on the relative merits of reality shows. When it comes to different people in society. There are a number of people who will argue that these shows are very good for children and there are many reasons to prove their point of views. But I think that these reality shows are not good for young minds and have a negative impact too. Firstly they watch television in excess without breaking their concentration regularly. Secondly as children they tend to ignore their other important activities such as reading, writing, social and some type of thinking skills. Today children have no interest in reading story books, to solve puzzles and other brain storming activities. They want to watch only and only television. Consequently they have poor eyesight, bad posture and other physical disorder due to lack of outdoor games.

There are many reality shows which are being telecast on the silver screen such as Dance India Dance, Little Champs, Chhote Ustad, Boogy woogy, laughter Challenges. Talent Hunt etc. These shows are being viewed by the children interestingly and they want to be the part of such shows at the cost of their studies. I agree that these shows give a big platform to perform and draw out the talents of young children. Undoubtedly they do that but what about their childhood. They have to spend or live with the organisers for many months without family, without love and care. They lose their innocence, their childhood and to act as per the orders of the organisers just like the puppets. They perform under great stress and to the last extent of their abilities and physical capabilities. They face a big challenge to prove their best to compete with other participants. They face great stress and tension at the moment of Judges. Remarks, public votes consequently their elimination. The children have become the earning tools of their parents to earn name, fame and money. They act in place of learning. They are involved in many shows, serials, modelling and advertisements. This is child exploitation and should be censored to save their childhood. The innocent children do the stunts at home inspired by the shows and untimely entangle with death. They also have deficit attention disorders or behavioural problems.

2. You are Sona/Sandeep, a worker in an NGO. You feel that media which has reached every part of the country can play an important role in spreading awareness about rights and responsibilities in society. Write an article in about 150-200 words on the subject.

The Role of Media in Spreading Awareness in Society

By : Sandeep

Media today encompasses Print Media such as newspaper, magazines, journals, periodicals etc. Electronic Media: radio, television, telephone and the internet. Entertainment media: Films and Music.

In the world of today, media has become almost as necessary as food, clothing and other requirement. It is true that media is playing an outstanding role in strengthening the society, it's a mirror of the society. It is the duty of media to inform, educate and entertain the people as it is the fourth pillar of our democratic country. They help us to know what's going on around the world. They put their lives in danger during attacks or a natural disaster, just to inform us of situation. It is partly because of them that awareness is spreading in the society. It is the media which shapes our lives i.e., we cannot think our morning without the

newspaper. It is just like morning tea without biscuit. Our lives would be incomplete without the print and Electronic Media.

The role played by media in developing countries such as India, is key to realise the dream of inclusive development. Awareness regarding immunization programmes institutional deliveries, balanced diet, healthy lifestyle and family planning are spread through media to remote parts of our country. Today All India Radio covers approx. 98% of the population of India, Farmers in distant villages are able to find the true price of their produce through radio and telephone services. Even the spread of Education through Distance learning has made the dream of 100% Literacy a reality in the years to come.

Media is the watch dog of the political democracy. If it plays its role honestly, it will be a great force in building the nation but nowadays, media has become a commercialized sector eyeing only for news that is hot and sells. Instead of giving important information and educative programmes, all that one gets on television is sensational depiction of all new stories, their only goal being gaining television rating points (TRPs).

Media is an integral part of our society, but that's also a fact that it's too much intervention in everything is a matter of concern. People have to judge on their own by looking and listening to different channels for the same news and then form a conclusion.

3. You are Mamta/Mohan, a student of Class XII of Sarvodaya School, Nangloi. You feel that there is a wide gap between civic facilities in urban and rural India. All the progress in the fields of technology and economy is used up in improving the life of city dwellers, whereas rural people remain neglected. Write an article in about 150-200 words on the topic "How to bring the light of modernity to rural India".

How to bring the Light of Modernity to Rural Area

By : Mamta

India is still an agriculture based economy where by virtue of having 70% share of the agriculture/the ways of the economic development pass through the streets of our villages. But it would not be wrong to say that still the rural street are without the lights of progress in social and economical terms. The physical conditions of villages are very pathetic, roads are still in deplorable condition. Most of the houses are still made up of mud and straw and even if they are constructed in bricks, they are not plastered in cement. Electricity is still a day dream for many of the villages, or those having electricity it is provided for few hours.

In Social terms also, many of the social evils are still in practice such as child marriage, Parda system. Adult illiteracy is also widely found in these villages. Superstition is the byproduct of many of the social evils and practices. These are the outcome of poor economic growth. All types of unemployment is found here. Most of the villages are poverty stricken. They are not aware of the modern gadgets. We are witnessing the tragic outcomes of this poor growth and lack of substantial support system in wake of failing monsoon or some other natural calamity. Our farmers are committing suicides and in some parts of the country their anger is being expressed in terms of Maoist movements. The worst part of the story is that Governments have since the time of Mughals reported to be means of crushing these movements with Coercion. In words of Chetan Bhagat .We are trying to kill symptoms rather than going into the roots of the disease. We are giving Crocin to the problem whereas it needs a strong antibiotic. Apart from Govt. it is the duty of NGOs and all big industrialists to adopt these villages and to make the life of village prosper and delightful. There must be a movement to set up educational institution in rural areas as well as industries to provide employment and better life prospects to rural people. Once they are educated and economically sustained, social evils automatically will disappear and our villages will be enlightened with the ray of modernity.

4. Children living in cities are rarely seen playing outdoors in the neighbourhood. Being busy with other attractions like the television and computer games, they miss the joy of outdoor play. Write an article in 150 words for the magazine, 'Kids Talk' highlighting the need and value of outdoor games. You are Reemesh/Rimi.

Value of Outdoor Games

By : Reemesh

“A sound mind dwells in a sound body”.

Games develop not only our composite personality but also teach variable traits of personality, life, character and society which we become devoid of them at the television and computer games. Participation in outdoor as well as indoor games contributes a lot in our health, hygiene and physique. But the children living in cities rarely participate in outdoor games in the neighbourhood like wrestling, hide-n-seek, tennis and football etc. They go on sitting before the idiot box and fail to exchange their views and thoughts. All know that children are very sensitive and tender. They are of impressionable nature and age. Whatever they watch on the television, it gets imprinted in their minds. Adventures thrill them and sensational programmes fire their imagination. They develop aggressive behaviour and turn violent, lethargy and lazy. On the other hand outdoor games help in developing their physical and mental growth. They learn cooperation, fellow feeling, sympathy, cultural exchange and other etiquettes in life. They have resistance power and never get tired, troubled and give a chance to shine their hidden talents, stress tension and trouble remain far away from them and their memory becomes sharp and fine. They always have an attitude to learn more and more. They miss the pleasant laugh which rejuvenates our blood system. Their muscles, limbs and other bodily parts remain weak and feel the dearth of calcium. Their parts turn brittle and fail to contain strength. In the best interest of our children schools and society should make enough provisions for playing the outdoors compulsory.

5. Write an article on ‘Alarming Growth of Population’ in about 150 words for your school magazine.

Alarming Growth of Population

By : Arun Govil

From a nation of 36 crore people in 1947, India has become a nation of 100 crore people. The growth in population is phenomenal. We are the second most populous country in the world. However, if the growth rate goes on unchecked, we shall overtake China in the next twenty years. This population explosion is a severe drain on our natural resources and hampers all development programmes. Unemployment has increased. Then there is the problem of feeding the teeming millions as we go on adding an Australia to our population every year. Housing, clothing, education and medical facilities are required in the same proportion. This makes our plans an object of mockery. They fail to revive the economy as the target required keeps on expanding. The only ray of hope lies in having a workable, foolproof and scientific campaign of family planning. Vigorous drives must be launched to educate the masses on the dangers of over-population. China, which has frozen its population growth by adopting one family-one child programme, can be our model example. Strict laws should be enacted and enforced to punish couples who produce more than two children. These measures include heavy taxes, fines and debarring them from social benefits, getting government jobs or contesting elections.

6. You are Mrinal/Manisha. You are much concerned about the craze for westernization among the youths of today. You are worried about the erosion of our culture and values. Write an article on this issue highlighting the need to preserve our age-old culture.

CRAZE FOR WESTERNIZATION AMONG THE YOUTHS

By : Mrinal

India is a very ancient nation and her cultural heritage has always remained precious. Being the birth place of Rishis, Munis and Gods, people from foreign countries come here to get

solace, knowledge, education, wealth and what not. The spread of "Brahm Gian of Bhagwat Geeta" is not hidden from anybody and any nation.

But with the passage of time our modern youths are hankering after the western civilization and fashion like mad people. They no longer want even to respect our old culture, customs and traditions of the society. The college-going students like to visit the movies, fast food corners, clubs, night resorts etc. They want to avoid their old parents and consider them as a burden. In their clothes they cannot be distinguished whether he is a boy or a girl. After the marriage, they like to live separate from their parents. They have no corner for the sympathy of poor parents and others. Honouring the elder have gone from their minds just like throwing a fly from the milk. Just see what will happen to this nation?

It is high time for all of us to think deeply and honour our old culture, traditions and customs. These are the bones of our survival on this earth. Otherwise we will not prolong our stay on this earth.

7. You are Vinod/Vimla. You are worried about the hike in the prices of essential commodities like gas, pulses, vegetables etc. Write an article on this in about 200 words for publication in a local daily, suggesting certain steps to curb price-hikes.

Price Hike

By: Vinod

Price-rising has-become a routine with the government. Not a day passes when one does not hear about the shooting of prices. In a developing country like India, price-rising is good to some extent but we must keep in view the miserable lot of those who hardly get a square meal. The worst sufferers are the poor wage-earners who are always put in a great mess. The big money-lenders and the businessmen never care for this. It is the poor who has to think about the fulfilment of his daily necessities. The immediate hike in gas, pulses, vegetables and petrol etc. has put all of us in a bind. This has disturbed the family budget of every domestic lady. They are unable to purchase even onions, pulses, vegetables etc. at high rates. Purchasing apples and other decent fruits is a day or two, gone time. The life-saving medicines have become beyond the reach of a poor shop-keeper.

It is a very tentalizing situation. When the government makes a slight increase, traders, businessmen and others rise to the occasion. They increase the prices beyond limits and earn good profit. This brings a good problem to the common man. It is for the government to initiate steps to lower down the prices. More ration shops and bazaars on the wheels be set up to supply articles at the most competitive prices. The activities of the hoarders and stockists must be watched carefully. People should decrease their needs and the production should be increased.

8. Write an article in about 150 words for your school magazine on "The Influence of Technological Progress on Traditional Indian Life and Values." You are Sagun of class XII.

INFLUENCE OF TECHNOLOGICAL PROGRESS ON INDIAN LIFE AND VALUES

By : Sagun

Since time immemorial Indians have remained on the forefront of the world in guiding the people in spiritual and moral values of life. It has been the soil of peace and so many foreigners visit India to get salvation and peace. Due to scientific advancement, Indian values are losing their sanctity. The very system of joint family as well as, a nuclear family is eroding. We can no more see the elders staying with their children under one roof. The respect and recognition of elders as well as guests have taken a back seat. The technological progress has turned man into a selfish, greedy and materialistic person. The principles of compassion, tolerance and sympathy seemed to be swept away by the tide of time.

We have turned mechanical and are much after the western civilization. We are leaving and discarding our civilized rituals while the foreigners are much after adopting our cultures. It is

correct that man has conquered time, space and distance but what is its use when we have lost all our brotherhood, fellow-feeling and cooperation. In metropolitan cities the residents do not know who our next door neighbour is. What is the use of this type of hellish life? While attaining material wealth, we have lost our spirit, philosophy and truth. The glamour of cinema halls, TV, restaurants, discotheques have taken significant role among the youths. It is very essential on part to instill the true moral values in our children. Otherwise there is not much time left to reach the doom's day.

9. Water is a panacea for all but the scientists view that the third war may be fought on the issue of water. Keeping in view the need to save water, write an article on it in about 150-200 words.

SAVE WATER

By : Lakshmi

Water is really a panacea for life since it not only helps in our proper growth but also encounters against so many fatal diseases that crop in our body. Our survival is much dependent upon water and its single drop wastage can impose a major threat to all living beings on this planet. There is 70% water on this planet but only 2% water is worth drinking. Due to global warming and the melting of glaciers may pose a tremendous challenge to all of us. So the scientists think that there would be acute shortage of water and the third world war will be on water. In India we feel a dire scarcity of water. During the summer season it is a sad commentary that most of the water taps become dry. It is estimated that by 2047 there will be a great dearth of water.

So it is essential on our part to save a single drop of water. But we adopt a very callous attitude towards the use of water. We become quite indifferent to the leaking pipes and taps. While bathing and shaving we leave the tap open and become careless for its use. It becomes our moral duty to harvest the rain water. In Meghalaya 200 years old system of tapping, streams and spring water for irrigation plants by using bamboo still exists. At places they rely on piped water, we have to construct dam for collecting the rain water. The rain water is saved to meet the demand at the hard times. It is the need of the hour to implement such plans and must realize that each drop of water is very precious. To retain the ground water, plantation drive should be launched.

10. Write an article in about 150 words for your school magazine on "Conservation of Natural Resources is the Need of the Hour."

Conservation of Natural Resources is the Need of the Hour

By : Rastogi

This world is no more the good old world of plenty. Man has been exploiting, grabbing and robbing the earth's resources in all possible ways. One thing has to be understood. Natural resources are not unlimited. If not replenished or conserved, they will extinct like many species of plants and animals. Every activity that man indulges in creates waste of some kind. Some of the waste can be recycled or reused. In fact, the need of the hour is to conserve the earth's resources in all possible ways. Conservation and survival are the two sides of the same coin. Degradation of the environment and degeneration of ecology have created havoc with the natural resources. Deforestation on a large scale led to droughts and floods. Pollution has affected our rivers, seas and fisheries. Our natural resources like coal, oil, petroleum, ores and minerals are being plundered shamelessly and mercilessly. If they are not conserved, all the natural wealth will soon become exhausted. Similarly, the water table has gone abnormally low. Used water can be recycled. The recycled water can be used for irrigation and for human consumption. Similarly human waste can be recycled into composite fertilizers. Recycling is reinventing. Recycling or reuse of the waste can compensate man's merciless plundering and exploitation of natural resources up to some extent.

11. You are the member of the Environment Club of your school. After visiting many places you have realised that it is the need of the hour to protect environment. Write an article on this topic to create awareness among the people.

Environmental Degradation

By : Rameesha

Degradation of the environment continues unabated. The need of the hour is to protect and preserve the environment and the ecological balance. This menace can be fought against only by creating awareness among the people. Rapid deforestation has been the main cause of environmental degradation. The price of progress has been rather heavy. Many forest belts have been cleared away to set up industrial units. Rapid urbanization swallowed the remaining green belts. Deforestation on a large scale led to disastrous results. Famines, floods, and land erosions have destroyed the ecological balance. The need of the hour is to plant more and more trees. Trees bring rain and keep the upper soil intact. Our rivers and lakes have become dumping grounds for industrial wastes, garbage and dirt. Their water has not remained fit for human consumption. Our cities are becoming dirtier every year. Delhi, the capital of India, has earned notoriety for being the fourth most polluted city in the world. The emission of smoke from factories have converted our cities into big gas chambers. Only a concerted effort by all can help in maintaining the ecological balance. Only then this vast country will become a pleasant and clean place to live in.

12. Write an article in about 150 words for your school magazine on "Aping of Western Culture by the Younger Generation."

Aping of Western Culture by the Younger Generation

By : John

It is the age of globalization. The world has shrunk to a global village. The modern industrial culture is the product of western culture. It is quite natural that it dominates the cultural scenario of the civilized world. The younger generations like fun, enjoyment and adventure. Their fascination for the materialistic culture is quite obvious. They ape western culture. Sometimes they make mockery of old ideas and ideals. Culture and ideas know no geographical limits. Liberalisation of our economy opened gates for multinationals in India. They are the ambassadors of western styles, values and culture. Our young men and women have fascination for Ray-Ban goggles, Addidas shoes, Le Coste's T-shirts and, Pepe-jeans. The growing pub-culture in big cities has popularised boozing among young men. Late night Discoes and Beer-Clubs are doing the rest. Actually, the younger generation in India is passing through a cultural crisis. They are not exposed to the spiritual and lasting values of Indian culture. It is the fault of our education and upbringing. We should develop confidence and pride in our own culture. We will have to take the lead to make others follow us.

13. You are Mani. You are worried after reading a report on obesity among school children and the growing craze for junk food and diseases related to it. Write an article, highlighting the need to have good eating habits especially for students, to be published in the local daily. Do not forget to suggest a few tips to sustain good food habits.

Obesity among School Children

By : Kartik

Obesity among school children has become a major cause of concern. Liberalisation and globalisation have brought a radical change in the lifestyle of the people. Many multinationals like Macdonalds, KFC and Pizza Huts have popularised the concept of the so called 'Fast Food'. More and more school children have developed a craze for chocolates and Colas. The results have been quite disastrous. Obesity among school children is on the rise. And so are the diseases related to it. 'Junk food' may appeal to our taste but doesn't suit our digestive system. Oils and extra fats harm our liver. They increase flesh and weight. Fresh home-cooked food is anytime better. It is more digestive than the 'junk food'. Our food should contain more coarse cereals, green and leafy vegetables. Fruit, pulses, milk, eggs and curd must be the necessary parts of our food. Green salads have fibrous material. It is good for our health and digestive system. School children should develop good eating habits. Hot dogs, burgers and pizzas will only cause obesity among them. They should have fresh and home-cooked food. It has more nutritious value but less calories and fats.

14. You believe that all living being have equal right to live on this Earth freely; and man has no right to enslave the animals. You feel strongly when you see people being cruel to animals. Write an article on 'Cruelty to Animals' in about 150-200 words. You are Rajesh / Rajeshwari.

CRUELTY TO ANIMALS

By : Rajesh

All animals or the other living beings have equal right to live freely on this earth. They live in their natural habitat without hurting or harming the fellow dwellers. Animals are harmless creatures as created by god. They believe in harmony and peace; but man out of his selfishness, greed and wits, has been plundering their natural habitat, killing them for pleasure, for food and for monetary advantages. He tames them for serving his needs. He pets them for ploughing his farms, getting milk and getting meat for food. Animals are being used in order to carry out the scientific experiments on them in the field of medical researches. These innocent animals go through such torture, cruelty and pain which they can not even express. They are kept in zoos in insufficient space or in small enclosures, going round and round in the cage to show their impulsive and rockless state. Is it not the cruelty? In the same manners, birds and some animals are put in cages or kept in chains in order to sell them as pets. Birds or animals feel happy and contented when they are free in their natural habitat rather than being in golden cages or silver chains. Stray animals like cows and dogs can be seen on the heaps of dumped garbage under the polythene bags. Which choke their intestine and cause their death. Is not it cruelty to animals?

Animals, too, have strong emotions, and feelings; they, too, feel pain of any sort. We should be sensitive about them. Parents should teach their children how to be kind to animals. Even in schools, the authorities should introduce the lessons based on our kind behaviour towards animals in order to sensitize the students about them. We all should pledge not be cruel to the animals. Animal Protection Law should be enforced and the people, who are responsible for cruelty to animals, should be punished under the law.

15. Make in India' an initiative by government of India. It intends to create employment for the youth of India and help bring best practices to Indian business. Write an article in about 150-200 words for a business magazine on its impact to create employment for the youth of India. You are Neha

Make In India

By : Neha

Make in India is the name of the initiative by government of India to give more incentive to business (both in India and abroad) to manufacture goods (eg: automobiles) in Indian shores. To lure businesses to set shop in India, government India planst to cut excessive formality and routine involves in setting a business in India.

Make in India intends to create employment for the youth of India and help bring best practices to Indian business. The initiative also aims at high quality standards and minimising the impact on the environment. The initiative hopes to attract capital and technological investment in India.

Already we observe that India’s rank in ease-in-doing business has improved. Further, manufacturing sector has seen an upswing with key sectors such as defence seeing huge participation from foreign investors.

Make in India’s success lies in making the small and medium enterprises foster. Thus, make in India should not only focus on big business but also to the neglected small and medium enterprises (SMEs) so that rural India can reap the benefit as much as the developed parts of India. Further, domestic business must be protected from big multi national chains, so that an equitable growth is ensured at all fronts.

16. Now a days Teenagers are loosing track of the real world and are getting immersed in the virtual world of internet. Write an article in 150-200 words on effect of Internet on Teenagers. Your are Namita/Navin of Sarvodaya Vidyalaya.

EFFECT OF INTERNET ON TEENAGERS

By : Namita/Navin

We live in an era where internet has become our very presence of life. So be it the smart phones or laptops, one has access to the internet which gives access to all kinds of information that can be used fruitfully as well as in a destructive manner.

Out of all the people who use internet for fulfilling their everyday needs, requirements as well as entertainment purposes, teenagers are often seen to be the biggest contributors to the use of internet. These teenagers often fall prey to cyber bullying, cybercrimes and at the very least, these teenagers lose track of the real world and get immersed in this vast ocean of internet. Not do their grades suffer, but they also incur a severe dent on their personal and mental wellbeing too.

Awareness programs should be run at school level while parents must put in concerted efforts to sensitise their young children on the perils of internet and its excessive usage. It is prudent to monitor the search history of teenagers so that parents may gauge if their kid is using the net for the right purposes or not. Emphasis should be given on real life interactions and friendships while keeping internet social networking to its minimal best.

17. Write an article in 150-200 words on how we can make India a carefree and enjoyable place for women when they can go wherever they like to without any fear of being stared at, molested or discriminated against. You are Navtej/Navita.

HOW TO MAKE INDIA A CAREFREE PLACE FOR WOMEN

By : Navtej/Navita

A series of much publicised crimes against women has left many people wondering if India is safe for women. The gang rape of a young woman who later died, aboard a private bus in Delhi in December 2012 caused mass outrage in India. But the crimes continued taking place in different cities of India.

India needs to address gender inequalities on many fronts and especially at the most basic intrinsic level. The attitudes towards women need complete transformation, apart from all the safety measures that needs to be adopted. Women need to be treated with respect and they should be allowed to live free from fear, harm or oppression. They, too, have a right to breathe freely and enjoy life which is possible only in a care-free and safe environment. We need to create a culture of respect and gender equality which are taught and practised at home. The law enforcing agencies must make sure that the public transportation is womanfriendly and is provided with adequate protection system. There have to be zero tolerance for any nonsense. Women should begin to actively learn to defend themselves by gaining confidence to stand up to violence. Self-defence courses can train women to deal with untoward situations. Above all, the general public should be more sensitised towards women and left India emerge one day as a place- safe, peaceful and enjoyable where women feel secure and live their life with dignity and self - confidence.

18. Ragging has raised its ugly head again. A recent incident at a prestigious school has shown that this evil has not yet come to an end. Write an article in 150-200 words on 'Ragging, an evil'. You are Navtej/Navita.

RAGGING, AN EVIL

By : Navtej/Navita

Ragging in India is a damaging form of interaction of the seniors in the college or school with the juniors, new comers or first year students. Initially, the ragging started in British era in English colleges and universities but slowly it spread and corrupted almost all educational institutions. Original aim was to teach the students respect for hierarchy thereby enforcing traditions and discipline among them. The senior prefect was to be treated as a teacher substitute, thus giving him/her the authority to control and dominate. Soon, the authority started getting misused. As a result, practice of formalising relationship with the senior has now turned into a powerful tool for ill-treating and punishing poor students if they fail to obey their seniors. Under the pretext of fun, a poor student is often assaulted, sometimes even stripped and intimidated by his seniors and this torture obviously leaves an indelible impression on his mind. The chilling incident continues to haunt him and unknowingly he develops various psychological disorders. After experiencing the evil of ragging, a student tends to develop a feeling of revenge for his 'unjustified harassment' and derives pleasure in ragging his juniors on his turn. So the trend goes on and so does the suffering. Sometimes the situation turns so bad that it compels the ragged victim to commit suicide. At times, the ragging that it turns gets so violent fatal. In many colleges ragging has been banned and is providing effective. Recently, ragging has rightly declared a criminal offence. Still, ragging is prevalent in colleges in secretive ways. Solution lies in more practical steps like having an anti-ragging helpline that can take anonymous complaints and act against the culprits or having awareness programmes conducted a more specific level. This menace, in any case, has to be contained and stopped.

19. Joint family system is gradually disintegrating in the country. Many elderly people get neglected because of the nuclear setup of families. It increases the need of homes for the aged. Write an article in 150-200 words on the topic entitled "Should there be Homes for the Aged in India".

HOMES FOR THE AGED IN INDIA

By : Pradeep

Change is the law of nature. The world has witnessed many unprecedented changes in the last 100 years. The disintegration of joint family system is one of such painful changes. Industrialization and urbanization have brought disintegration at a crushing speed. The

breakup of the joint family system has led to so many social and cultural problems. Many elderly people get neglected because of the nuclear set up of families. The country is not fully prepared to deal with the problems of the aged people. The need of the hour is to have adequate 'Homes' for the aged in India, Europe and America have been able to address to the problem of the aged persons. They have 'Homes' and exclusive settlements for their senior citizens. They provide all the necessary comforts and facilities for the aged. Diseases and the disabilities are the constant companion for the old. Proper medical treatment and facilities are necessary. Nutritious but light food is the need of the aged persons. Such 'Homes' provide all such comforts and facilities. The aged person to have a right to a decent living. Their old and tied bones need rest and peace. They should not depend on the mercy of their children. Nor should they be thrown at the charity of the people. Only such 'Homes' can help them to lead a decent and respectable life.

20. Devika is a student of Holy Child School, New Delhi. She reads a report on the miserable condition of the Child Labour in India in the Times of India. She is moved and wants to express her strong feelings against the widespread exploitation of children in an article. Using the hints given below in the input, help Devika to write a purposeful article on The child Abuse for the school-magazine.

Child Abuse-a painful fact - children exploited – India a poor country – about 10 million child labour in India – employed in dangerous trades and industries – exploited - living and working in inhuman conditions – Effective legislation against Child labour

CHILD ABUSE

By : Devika

Childhood is the golden period of man's life. Children need love and care for their growth and development. However, child abuse is the tragic irony of Indian social life. About 10 million children are employed in unhealthy, hazardous and dangerous trades and industries. Bare footed, lean and thin children have to work for 10 to 15 hours a day. They work in numerous shops, 'dhabbas', brick kilns, small factories and cottage industries. Some risk their lives while selling newspapers on busy roads. These child-workers are generally ill-fed and treated like bonded labourers. They are often underpaid. Thousands of children work in fire- crackers and match-factories in South India. Many of them get killed in accidents and fires. The carpet industry in Uttar Pradesh employs lacs of children. Children have to work in chemical factories in most inhuman conditions. Poverty is the main reason that compels many poor parents to send their children for work. India has the largest number of children working in most inhospitable, and inhuman surroundings. The Child Labour Act should be enforced with all sincerity and strictness. Exemplary punishment should be given to the defaulters and the defiant employers.

21. DECLINING RATIO OF GIRL CHILD

By : Neha

It is a great irony that in a country where women are worshipped for power and energy, they are facing a kind of extinction, thereby bringing down the ratio. The birth of a son is a cause for great rejoicing with drumming, singing and public proclamations but that of a girl is an occasion for disappointment or at the best indifference. The main cause of declining ratio of girl child is the fact that the large number of mal-nutrition and disease which are either not treated or treated inadequately. The girls are killed even before their birth. The practice of pre-birth sex selection has spread rapidly through all castes and groups. Region, Religion and caste exercise an influence over mortality rates. The lower the status of women in a particular section of the population, the higher the number of female deaths.

Child marriages, early pregnancy, malnutrition during pregnancy, lack of medical treatment, physical torture, rapes and unequal status in the society make them the child of lesser Gods. It is really a cruel joke that the mother of humanity is no one's child, the maker of the home, does not have a home. The 'Creator' is destroyed mercilessly in the hands of her own near and dear ones. Even the womb of her mother is not a safe home for her as she is cruelly terminated by her saviours i.e., parents and medical practitioners.

22.

ROAD RAGE

By : Namita/Navin

Our roads are fast becoming a theater of maddening public behaviour with motorists becoming more and more intolerant and reckless. In the mad rush it is sad to note that people's blood rushes faster than their vehicles resulting in road rage fights. Road behaviour is the manifestation of the stress in our lives. The mad drivers disease, road rage is described as the outcome of short periods of irrationality. And heat is always on escalating factor. People shed the family and work related stress and anger on their steering wheels. Traffic jams caused by encroachments, processions and rallies poor roads, irritating noise, obnoxious exhaust fumes and sizzling summers only make the matters worse. Modern youth is intolerant. Some people have a sense of superiority due to owing bigger vehicle. The wonder of wonders is that people ignore accidents and consequent loss of lives and move on. And as for the cops, it is an everyday affair, a routine. Is there a way out? Yes. There always is one if we pause to reflect coolly. All it takes to turn road rage into a driving pleasure is a good knowledge of traffic rules, a courteous behaviour to fellow drivers and a smile. The mad rush is hardly to bother if one sets out early and drives at ease but with caution. Maintain your cool don't carry stress while driving check your words and actions, count ten when angry. And when accidents do take place as they might, keeping cool and showing presence of mind can save many precious lives. As regards damages vehicles, well the insurance company will gladly take care of that. So, while on road, one must keep to the left, keep cool and always be on an alert.

QUESTION BANK

1. Write an article in about 150-200 words on: Vocational Training - as part of the school curriculum. Expressing your views on its need in the present scenario and suggesting steps to make it successful.
2. You are Satish/Shweta working in an NGO which is working for the uplift of socio-economic conditions of child labourers by counselling their parents and helping children to go to school. You find it appalling that many people in educated society want the practice of child labour to continue. Write an article on the "Role of Educated Society in Curbing Child Labour". (150- 200 words)
3. You are Mamta/Mohan. You find corruption as the biggest impediment in the development of a nation. You strongly believe that youth can play a very important role in fighting the menace of corruption. Write an article on the "Role of Youth in Fighting Corruption". (150-200 words)
3. You are Jeetender/Jeetu. You have been working on a project related to effect of modern life on youth. You interviewed school and college students for the project. Write an article on the subject in about 150-200 words.
4. Write an article in about 150 - 200 words on vocational training as part of the school curriculum expressing your views on its need in the present scenario and suggesting steps to make it successful.

5. You are Vidya/Vijay, a student of Class XII of Sarvodaya School, Dilshad Colony. You feel disturbed to read news about increasing cases of honour killing in Northern India. You feel that such attitude of some elders in the society deprives children of their free will and pose hindrance in choosing life partner and career of their choice. Write an article in about 150-200 words on the topic "Honour Killing - a Stigma on Modern Society".
6. You are Sudha/Sudhir, a counsellor in ABC school, Palam. You come across cases of Domestic Violence frequently. You found through your interaction with the victims that children are affected most by this. Write an article in 150-200 words on the "Impact of Domestic Violence on Young Minds".
7. You are Veer/Veena, a student of Class XII of SPS school Maidan Garhi. While watching many reality shows on T.V. you felt that they are harmful for children. Write an article in 150.200 words on "Negative impact of reality shows on children".
8. You are Sona/Sandeep, a worker in an NGO. You feel that media which has reached every part of the country can play an important role in spreading awareness about rights and responsibilities in society. Write an article in about 150-200 words on the subject.
9. You are Jyoti/Jayant, a class XII Student of R.S. School, Sagarpur. Recently you read a survey report in a newspaper on the use of chemicals in vegetables. You have come across such reports frequently. You find the trend shocking. Write an article in about 150-200 words on the topic Adulteration - a Monstrous Evil
10. You are Mamta/Mohan, a student of Class XII of Sarvodaya school, Nangloi. You feel that there is a wide gap between civic facilities in urban and rural India. All the progress in the fields of technology and economy is used up in improving the life of city dwellers, Whereas rural people remain neglected. Write an article in about 150-200 words on the topic "How to bring the light of modernity in rural India"
11. You saw stray dog beaten to death by a group of dogs. Their act infuriated you and you scolded them for their cruel act. You decided to write an article on cruelty to animals. Write the article in 150-200 words. You are Nikhil/Naina.
12. You are Rajendra Kumar, a social worker. You read an article in 'The Hindu' on 'Health Care for Indian Workers '. Write a speech in 150-200 words on the importance of health care to be delivered at a public function to create awareness among the workers.
13. Write an article in 150-200 words for your school magazine on the topic, 'Obesity among School Children'. You are Mohini/Mohit.
14. You are Raman/Ruchika. Write an article in 150-200 words for your school magazine on the topic, 'Life without Modern Gadgets'.

LESSON - 1

THE LAST LESSON

ABOUT THE AUTHOR

Alphonse Daudet (1840-1897) was a French novelist and short-story writer. *The Last Lesson* is set in the days of the Franco-Prussian War (1870-1871) in which France was defeated by Prussia led by Bismarck. Prussia then consisted of what now are the nations of Germany, Poland and parts of Austria. In this story the French districts of Alsace and Lorraine have passed into Prussian hands. Read the story to find out what effect this had on life at school.



BACKGROUND OF THE STORY

- The story ‘The Last Lesson’ is set in the days of the Franco-Prussian war (1870-1871).
- The Prussian forces under Bismarck attacked and captured France. Prussia then consisted of what now are the nations of Germany, Poland and parts of Austria.
- The French districts of Alsace and Lorraine went into Prussian hands.
- The new Prussian rulers discontinued the teaching of French in the schools of these two districts.
- The French teachers were asked to leave.
- Read the story to find out what effect this had on life at school.

THE REGION OF ALSACE

- Located in northeastern France on the border with Germany.
- For several centuries the region of Alsace has alternately been a German and a French territory.
- A long period of French rule ended in 1871 after the Franco-Prussian War.
- As the winner of the Franco-Prussian War, Germany annexed Alsace and the adjoining region of Lorraine.
- It is at this time that the events of “The Last Lesson” unfold.

CHARACTERS AND PLACES

- Franz** : A school student (He is a sensitive and honest school boy who accepts his fault of ignoring his lessons.)
- M Hamel** : A teacher of French Language (He is a sincere and strict teacher of the French language who is passionately patriotic. He emerges as an epitome of an ideal teacher.)
- Old Houser** : An elderly villager who gathers with the children in M Hamel’s classroom to hear last lesson
- Watcher** : A black smith
- M Hamel’s Sister(an elderly woman)**
- Class** : Consists of some students and some elderly people of the village
- School** : An Elementary School in the District of Alsace, in France

GIST OF THE LESSON

- Franz is afraid of going to school as he has not learnt participles.
- He wants to enjoy beauty of nature. The bright sunshine, the birds chirping in the woods, Prussian soldiers drilling but resisted.
- Bulletin board: all bad news, lost battles, the drafts and orders of the commanding officers: wondered what it could be now
- The changes he noticed in the school.
- Instead of noisy classrooms everything was as quiet as Sunday morning
- The teacher does not scold him and told him very kindly to go to his seat
- The teacher dressed in his Sunday best.

- Villagers occupying the last benches
- To pay tribute to M. Hamel for his 40 years of sincere service and also to express their solidarity with France.
- Hamel making the announcement that would be the last French lesson; realizes that, that was what was put up on the bulletin board.
- Franz realizes that he does not know his own mother tongue
- Regretted why he had not taken his lessons seriously.
- Also realizes the reason why teacher was dressed in his Sunday best and villagers sitting at the back.
- Hamel realizes that all three, the children, the parents and he himself are to be blamed for losing respect and regard for the mother tongue.
- Always keep the mother tongue close to your heart as it is the key to the prison of slavery.
- Atmosphere in class: teacher teaching sincerely and patiently, students and others studying with utmost sincerity.
- Franz wonders sarcastically if Prussians could force pigeons to coo in German.
- Hamel overcome with emotions could not speak and wrote on the black board "Long Live France".

Answer the following questions in 30 – 40 Words.

1. What fear did little Franz have when he started for school in the morning?

Ans. Franz was late for school that morning. He feared that the teacher would scold him. It was because the teacher was to ask questions on participles. But Franz did not know a word about participles.

2. What did Franz notice that was unusual about the school that day?

Ans. Franz noticed that there was pin-drop silence in the school that day like Sunday morning. Usually there was a great noise in the school everyday which could be heard in the street. The opening and closing of desks, lessons repeated in unison, the rapping of the teacher's ruler could also be heard.

3. What had been put up on the bulletin board?

Ans. There was a notice on the bulletin board. It was written that only German language would be taught in the schools of Alsace and Lorraine. The order had come from Berlin. It was also written that French language would not be taught in those schools.

4. Why did Franz think of running away and spending the day out of doors?

Ans. Franz had not learnt even a single word on participles. The teacher was to ask questions on it. He feared that the teacher would scold him. So he thought of running away and spending the day out of doors for enjoying so warm and so bright day, chirping of birds at the edge of the woods and the drilling Prussian soldiers.

5. What did Franz see when he passed through the town-hall?

Ans. Franz saw a crowd in front of the bulletin-board of the town hall. For the last two years, all bad news had come from there. He wondered what the matter could be there that day. However, he did not stop there and hurried by as fast as he could.

6. What was Franz expected to be prepared with for school that day?

Ans. Franz was expected to be prepared with rules for the use of participles. It was because the teacher had to ask the questions on participles. But poor Franz had not learnt anything about them.

7. What was the most surprising thing Franz saw in his classroom?

Ans. Franz was quite surprise to see the villagers on the back benches. They were old Houser, the former postmaster and many others. Everybody looked sad. Old Hauser had brought an old primer. He was holding it open on his knees.

8. What words of M. Hamel were a thunderclap to Franz?

Ans. M. Hamel told the children that it would be his last lesson to his class. Orders had come from Berlin to teach only German in the schools of Alsace and Lorraine. He said that the new teacher was coming the next day. These words came like a thunderclap to Franz.

9. How did Franz feel when M. Hamel said that it was his last lesson at school?

Ans. Franz was shocked. He cursed the Prussian rulers. He cursed himself also. He cursed himself for not learning his lesson. He used to call his book nuisance. But now he was sorry that he would never see M. Hamel again.

10. What changes did the order from Berlin cause in school that day?

Ans. The order from Berlin had caused a great change in the school. It was all quiet. There were no noises. It was as quiet as Sunday morning. M. Hamel was wearing those clothes which he generally wore on Sunday, inspection and prize days. He said it would be his last lesson. The village people were sad and had come to thank M. Hamel for his forty years of faithful services.

11. What usual noises could be heard in the street when the school began?

Ans. One could hear the opening and closing of desks. Then there was the loud noise of lessons repeated in unison. The teacher's great ruler rapping on the table could also be heard.

12. How was M. Hamel dressed on his last day in the school?

Ans. Mr. Hamel was dressed in his best clothes. He was in his beautiful green coat and frilled shirt. He was wearing a little black silk cap. He never wore this dress except on inspection and prize days.

13. How did Franz's feelings about M. Hamel and his school change?

Ans. The very idea that M. Hamel was going away and he would never see him again, made him forget all about his rule and that he was very cranky. He started liking and sympathizing with him. He also listened to his teacher's teaching very carefully and understood each and every thing. The class became interesting for him.

14. In the honour of The Last Lesson what were the changes on the teacher and the taught?

Ans. M. Hamel had put on his fine Sunday clothes and even his old students – the old men of the village were sitting there on the usually empty back benches of the school room.

15. Why were even the old men of the village present in the school room on the Last Lesson morning?

Ans. The village people – Old Hauser, the former Mayor, the former post master and several others were present in the school room for thanking their master for forty years of his faithful service. Thus they were showing their respect for the country that was theirs no more. They were sorry, too, that they had not gone to school more.

16. What did M. Hamel say about the French language?

Ans. M. Hamel called French the most beautiful language of the world. He said that it was the clearest and most logical language. He wanted his people to keep it alive and never forget it.

17. What happened when the Church-Clock struck twelve?

Ans. There were sounds of the mid-day prayer (Angelus). At the same moment the sound of trumpets by Prussian soldiers was heard. They were returning from their drill. Mr. Hamel stood up to say something. But something choked him and he could say nothing. He took a big piece of chalk and wrote in big letters, "Long Live France!"

18. What did M. Hamel – the teacher, teach in the Last Lesson?

Ans. After questioning on participles, he talked of the French. He called it to be the most beautiful, clearest and logical language. After the grammar, they had a lesson in writing. He

heard every lesson to the last then they had a lesson in history before the babies chanted - ba, be, bi, bo, bu.

19. How did Franz take The Last Lesson in him? How it occurred so?

Ans. Franz was surprised to see that he understand The Last Lesson very well. All seemed to him very easy. The reason was that he never had listened the lesson so carefully, and the teacher had never explained to them everything with so much patience.

20 How did 'The Last Lesson' came to an end"?

Ans. The teacher M. Hamel could not speak. Something choked him. He wrote on the blackboard in very large letters:

"Vive La France!"

With a gesture to the students with his hand he hinted. "School is dismissed – You may go."

Answer the following questions in 100 to 120 Words.

1. Describe the feelings, emotions and behaviours of M. Hamel on his Last day in school.

OR

Write a character sketch of M. Hamel.

Ans. M. Hamel was a strict man of discipline. He was a devoted teacher of French language. He was a true patriot. He had boundless love for French language. He had been teaching the students for the last forty years. He was very serious that his students should learn their lessons. He was a true facilitator, guide and philosopher for his students. He was extra gentle and polite in his last class. He was quite upset and broken heart as he had to leave the school the next day. An order had come from Berlin to teach German only in the schools of Alsace and Lorraine. He had worn his fine Sunday dress – the beautiful green coat, frilled shirt and the little black silk cap – all embroidered.

Like a friend and guide, he advised the innocent villagers to shift their priorities and pay more attention to learning at school. As a patient teacher he made Franz realize why he insisted on learning the lessons in time and not postponing the learning. He called upon them to shake off their delay and safeguard their language as it was key to their person. We see him as a man of deep emotions when he proudly writes 'Viva La France' on the black board in the end. Thus M. Hamel is a true guide, an ideal teacher, philosopher and patriot to the core.

2. What unusual things did Franz notice when he reached his school?

Ans. The day was warm and bright. But there was unusual calm at school. Usually, when the school began there was a great hustle and bustle. The opening and closing of desk could be heard out in the street. Children repeated their lessons loudly in unison. The rapping of the teacher's rod on the table could also be heard. But that day it was all quiet. It surprised Franz. Through the window of the school room, Franz saw all his classmates already in their seats. M. Hamel was walking up and down with his terrible iron ruler under his arm. In a very kind and gentle tone the teacher told Franz to go to his seat quickly. After getting over his fear, Franz saw M. Hamel in his beautiful dress green coat, frilled shirt and the little black silk cap, all embroidered which he generally wore on school inspection day or prize distribution days.

The most surprising thing for Franz was the presence of villagers on the back benches which remained always empty. They were sitting quietly. They were old Houser, the former mayor, the former postmaster with several others. They all were present there to pay tribute to M. Hamel for his forty years dedicated service.

3. Justify the title of the Story "The Last Lesson".

Ans. Alphonse Daudet has given a very suitable, balanced and the most appropriate title to this story. There are two main themes in the story – the first is a hurtful as well as tearful departure of M. Hamel from the school. The second theme highlights man's nature of postponing the lessons of life, quite forgetful to the fact that at any point of time circumstances may change and he may never be able to learn the very lesson he had been postponing to learn. Life may cut short his learning and it may unexpectedly prove to be his last lesson which happened with Franz.

The people of Alsace always felt that there was plenty of time to learn their lessons. So they did not give due importance to school. They preferred having their children work on farms and mills instead of having them learn their lessons. Even Franz always looked for opportunity to escape from school and was never serious about learning his lessons. Quite unexpectedly they receive orders from Berlin after defeat in the war that French will no longer be taught in the schools of Alsace and Lorraine. Then they awaken to the course of safeguarding their language and attend the last lesson taught by M. Hamel, the French teacher. This story is aptly entitled as it evokes a consciousness in the reader that he must learn his lessons in time.

4. Franz’s attitude towards school as well as towards M. Hamel changes when he comes to know about the take over of his village by Prussians. Do you agree? Discuss with reference to ‘The Last Lesson.’

Ans. Franz’s wants to enjoy outside as he has not learnt the lesson of participles. The teacher will test the students on that day. He thinks of spending the glorious day outdoors in more pleasurable manner but finally decides to go to school. On arriving at school he is met with an unusual silence and a strange sight. The Last benches, which were always empty, are occupied by village elders who look grim and solemn.

Franz is shocked to learn that this is to be the Last lesson on French. He suddenly realizes that he hardly knows the language, and that he can’t write well enough in the language. He is overcome with intense regret and remorse for not attending school, for taking the French language granted, and for spending his time in trivial pursuits, when he should have been in school.

Franz also realized that suddenly he did understand the grammar that M. Hamel was explaining and wondered why he had not been attentive earlier. He was filled with unbidden and new found appreciation for his teacher and for his school.

5. When a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Comment.

Ans. The last lesson by Alphonse Daudet beautifully brings to light the brutality of war which makes man insensitive to human feelings and emotions. Mother tongue helps a person to express his feelings and thoughts intimately. Conquerors try to subdue and control the people of the enslaved territory by enforcing many measures such as imposing their own language. The enslaved natives also become victims of a restrained and confined life with no hope of breathing freely in their own motherland. At such times of enslavement, it is their language, the mother tongue which keeps their identity alive. It is the key to their prison as the mother binds them together. It constantly reminds them of their enslavement and brings them together urging them to fight for the liberation of their motherland. M. Hamel, the French teacher reminds his countrymen to safeguard their language to liberate themselves and maintain their identity.

6. Franz thinks, “Will they make them sing in German, even the pigeons?” What could this mean?

Ans. The Last Lesson by Alphonse Daudet highlights linguistic chauvinism. Acquisition of power over the Alsacians made the Prussians so domineering that they imposed even their language on them.

Franz means that their pride cannot make them dominate their minds and hearts. They had grown up using French as their language. Now taking it away from them would be unfair and unkind. This language was natural to them as cooing is to the pigeons. Robbing them of it would be not only difficult but next to impossible. It will be difficult to accept a language that will be imposed on them. It causes pain to undo a known language and learn to communicate in another. The purpose of language will be lost. Moreover, French bound them as brethren.

Franz mocks at the Berlin order which has imposed German language on the French people. Powerful Germans can defeat France, but they cannot compel pigeons to coo in German. In fact, no language can be imposed on the unwilling learners, especially a foreign language.

Value Based Questions

1. Franz's feelings about M. Hamel and school changed gradually by the end of the text, though he had a great disliking for both in the beginning of the story. It is said that first impression is the best impression. Is it true in context of 'The Last Lesson'? Definitely not. Write a small paragraph of about 100 to 120 words penning down your views on, 'A person can be best judged in his first appearance only'.

Ans. A well-known dictum states that 'appearances are deceptive'. In fact, it is true that one cannot be judged in just one meeting. Actually, one or more meetings are not enough to judge a person's personality. Every person reacts differently on different situations at different times. So it is not a matter of single appearances to form a judgement about a person. It might be a prejudice. Now-a-days every person appears to be social and gentle. They want to be presentable in the society. No matter what their background is. One's clothes, gestures, habits, etc. do not define one's personality in just one appearance. Due time should be taken to form opinion about a person. Different situations reveal different aspects of one's personality. Sometimes a life remains short to know a person. But sometimes even a few seconds are enough to know one's real face. Hence, it is not a matter of first or last impression but the issue of time, needed to know one in one's right colours.

2. While speaking his mouth choked and wrote, 'Vive La France' and finally by gesture he said: "School is dismissed – you may go." These lines show that M Hamel was greatly attached to his motherland, profession and mother tongue. In other words, one should be attached to his own land, cultures and customs. But today's Indians are drowned in the western colours. It shows that there is need to spread awareness about the feeling of patriotism and other related factors. Write a paragraph in about 100 to 120 words highlighting the issue.

Ans. Patriotism-An Unmatched Spirit: Patriotism is defined as one's love for one's customs, culture, mother tongue, motherland and everything that is associated with one's motherland. One should be proud of what one's country has given to him. In Indian context, people have started adopting western culture. They are in the race of being 'Modern'. This is really surprising as well as pathetic. As an Indian, we own a rich and diversified culture which has attracted foreigners too. Many patriots have sacrificed their lives in the name of their country which has attracted foreigners too. Many patriots have a feeling that cannot be filled in the hearts of Indians but it should be arisen and inculcated among the future generation of the country. The students or the youth of the country need to be indianised. Adaption of different cultures is not bad. But forgetting our own culture for sake of other ones is not done. The need of the hour is to inculcate the moral values, virtues, love for humanity and motherland among the Indian youth. Patriotism is an undying and unmatched spirit that cannot be sacrificed for anything.

LESSON - 2

LOST SPRING



STORIES OF STOLEN CHILDHOOD

ABOUT THE AUTHOR

Anees Jung (1964) was born in Rourkela and spent her childhood and adolescence in Hyderabad. She received her education in Hyderabad and in the United States of America. Her parents were both writers. Anees Jung began her career as a writer in India. She has been an editor and columnist for major newspapers in India and abroad, and has authored several books. The following is an excerpt from her book titled *Lost Spring, Stories of Stolen Childhood*. Here she analyses the grinding poverty and traditions which condemn these children to a life of exploitation.

CHARACTERS AND PLACES

Saheb-e-Alam : A rag picker
Place : Seema Puri
Mukesh : Son of a bangle maker
Place : Firozabad

BACKGROUND

The story, "Lost Spring" describes the pitiable condition of poor children who have been forced to miss the joy of childhood due to the socio-economic condition that prevails in this man-made world. These children are denied the opportunity of schooling and forced into labour early in life. Anees Jung gives voice to eliminate child labour by educating the children and to enforce the laws against child labour by the governments strictly. The call is to end child exploitation and let the children enjoy the joys of the spring that will bring joy, smile and excitement in their life.

GIST OF THE LESSON

Part – I : Sometimes I find a rupee in the garbage.

- The author examines and analyses the impoverished condition and traditions that condemn children to a life of exploitation. These children are denied education and forced into labour and hardships early in their lives.
- The writer encounters Saheb - a rag picker whose parents have left behind the stormy and floody life of misery in Dhaka to earn a living in Delhi.
- His family like many others of rag pickers lives in Seemapuri. They do not have other identification other than a ration card.
- The children do not go to school and they are excited at the prospect of finding a coin or even a ten rupee note scrounging the garbage.
- It is the only way of earning the life they live in impoverished condition but are resigned to their fate.
- The writer is pained to see Saheb, a rag picker whose name means the ruler of the earth, lose the spark of childhood and roams barefooted with his friends.
- After sometimes from morning to noon the author encounters him in a tea stall and is paid Rs. 800. He sadly realizes that he is no longer his own master and this loss of identity weighs heavily on his tender shoulders.

Part – II : I want to drive a car.

- The author then talks about another victim, Mukesh who wants to be a motor mechanic.
- Hailing from Firozabad, the centre of India's bangle making and glass blowing industry, he has always worked in the glass making industry.
- His family like the others there do not know that it is illegal for children to work in such close proximity to furnaces, in such high temperatures.

- They are exposed to various health hazards like losing their eyesight as they work in abysmal conditions, in dark and dingy cells.
- Mukesh's father is blind as were his father and grandfather before him.
- They lead a hand to mouth existence as they are caught in the vicious web of the money lenders, middlemen, police and the traditions
- So burdened are the bangle makers of Firozabad that they have lost their ability to dream unlike Mukesh who dreams of driving a car.

THEME OF THE LESSON

The theme of the story is the grinding poverty and the traditions which condemn poor children to a life of exploitation. The two stories taken together depict the plight of street children forced into labour early in life and denied the opportunity of schooling. The callousness of the society and the political class only adds to the sufferings of these poor people.

MESSAGE OF THE LESSON

The title 'Lost Spring' conveys and pictorises that childhood is like the spring. As everything blooms in this season, in the same way the childhood should bloom but through the misery of Saheb and Mukesh, we come to know about their stolen childhood. It is being destroyed and dumped in the web of poverty, dirt and dust. They have a strong desire to come out of this pitiable situation and work hard for their betterment. Let us have a strong determination to realize our dreams.

Answer the following questions in 30 – 40 Words.

1. Who was Saheb? What was his full name? What was the irony about his name?

Ans. Saheb was a poor rag-picker. His full name was Saheb-e-Alam. It means Lord of the Universe. But the poor boy had not even shoes to wear. Thus there was deep irony in his name.

2. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?

Ans. Saheb is a poor rag-picker. Every morning he comes to probe the garbage heaps in the author's neighbourhood. He is searching for gold in the garbage dumps. He lives in Seemapuri area of Delhi. He has come from Dhaka, Bangladesh.

3. What explanation does the author give for the children not wearing footwear?

Ans. The rag-pickers were poor children. They always went about barefoot. They had become used to it. Even if they had shoes, they look for excuses not to wear them. Some even said that going barefoot was a tradition among them.

4. How does the author describe the area of Seemapuri?

Ans. Seemapuri is a place on the periphery of Delhi. Those who live here are Bangladeshis. They came here in 1971. They live in structures of mud. They have roofs of tin and tarpaulin. They are all rag-pickers. They have no sewage, drainage or running water.

5. What is the usual morning scene in the streets of the authoress Anees Jung?

Ans. Saheb roams about in the streets rag-picking with an army in his barefoot friends. They appear like birds in the morning and disappear at noon.

6. What does garbage mean for the elders and children in Seemapuri?

Ans. Garbage to the elders has different means. It is their daily bread. It means a roof over their heads. But for children it is even more. For them, it is a thing wrapped in wonder. For the elders it is a means of survival.

7. How did Saheb feel working at a tea stall? What did he get there?

Ans. Saheb did not feel happy there. He had lost his carefree look. He was paid 800 rupees and all his meals. But he was no longer his own master. He belonged to the man who owned the tea shop.

8. Who was Mukesh? What was his aim in life?

Ans. Mukesh belonged to a family of bangle makers in Firozabad. He did not like the life of a bangle maker. He wanted to be his own master. His dream was to become a motor mechanic.

9. What makes the city of Firozabad famous?

Ans. Firozabad is famous for its bangles. Every other family here is engaged in making bangles. It is the centre of glass-blowing industry. It makes bangles for all the women of the land.

10. What is the condition of children working in the glass furnaces of Firozabad?

Ans. About 20,000 children work in the glass furnaces of Firozabad. They have to work in very hot temperatures. They work in dingy cells without air and light. They have to work all day. Thus they lose the brightness of their eyes.

11. What does Mukesh’s grandmother say about her husband?

Ans. She says that her husband belonged to a family of bangle makers. She calls it god-given lineage. It could not be broken. Her husband went blind with the dust from the polishing of bangles. She calls it his Karma.

12. What does the writer say about boys and girls working in dark hutments?

Ans. These boys and girls work with their fathers and mothers. They have flickering oil lamps in front of them. They weld pieces of glass into bangles. Their eyes get more used to the dark than to the light outside. Many of them lose their eyesight before they become adults.

13. Who is Savita? What is she doing? What does the writer wonder about?

Ans. Savita is a young girl. She is soldering pieces of glass. Her hands are moving mechanically. The writer wonders if she knows the sanctity of the bangles she is making. They symbolize an Indian Women’s Suhaag.

14. Why don’t the poor bangle makers organize themselves into a cooperative?

Ans. There are cruel middlemen. They don’t let the bangle makers form any cooperative. They put the police after them. They are caught and beaten by the police. They are put into the jail on false charges of illegal acts. The poor bangle makers have no leader to guide them.

15. What forces conspire to keep the workers in bangle industry of Firozabad in poverty?

Ans. There are Sahukars, Middlemen, Policemen, Bureaucrats and Politicians. All these form a vicious circle. Poor bangle makers have been trapped in it for generations. Now they have come to accept it as something natural.

16. How is Mukesh’s attitude to his situation different from that of his family?

Ans. Mukesh belongs to a family of bangle makers. These people think it a god-given lineage. Mukesh wants to be his own master. He wants to become a motor mechanic. He wants to break away from the family tradition.

17. What could this elderly woman’s husband achieve which many others couldn’t?

Ans. The husband of the elderly woman who could never enjoy one full meal in his entire life, has made a house for the family to live in, a roof over head which many others fail to get.

Answer the following questions in 100 to 120 Words.

1 The life of bangle makers of Firozabad was full of obstacles which forced them to lead a life of poverty and deprivation. Discuss with reference to ‘Lost Spring.’

Ans. The bangle makers of Firozabad were illiterate and very poor. They believed that they had to follow their caste and family tradition from one generation to another. Moreover, they were trapped into the vicious clutches of middlemen. They were afraid to form co-operatives to safeguard themselves because they felt that they would be beaten up by the police and jailed for doing something illegal. Circumstances created by politicians, policemen, sahu-kars,

middlemen and bureaucrats, they saw very little hope of escaping from their impoverished life of misery and deprivation.

Glass bangle workers worked in dingy cells, sacrificing their precious daylight hours in close proximity to hot furnaces with high temperatures, blowing glass, weldings, soldering the bangles and polishing the glass of the bangles. The environment created health hazard. 20,000 children were involved in bangle making industry in Firozabad and many of them lost their eyesight before they reached adulthood. They were unaware that it was illegal for children to work in glass furnaces with high temperatures. Their life was full of misery and deep despair. There was no hope of improvement in their life.

2. All children have dreams, so did Saheb and Mukesh. Do you think children like Saheb and Mukesh will be able to fulfill their dreams? (Lost Spring)

Ans. Dreams keep us going on. They help us set our goals. All children have dreams. They want to hold various posts such as doctor, engineer, writer, pilot, officer, politician etc. Children like Saheb, who was a Bangladeshi refugee lived in a slum in Delhi. He went around with his friends and picked up rags. He scrounged through the garbage dump for his survival. When he saw children playing football, wearing good clothes and shoes his desire to be like them was awakened. He also wanted to go to school, play games and lead a respectable life. He had lot of patience and resilience. He left his job as a rag-picker and joined a tea-stall where he earned Rs. 800 per month. He hoped that it would pave way for a better life. But in most cases children like Saheb and Mukesh are never able to come out of their vicious circle of poverty. Mukesh did not want to become a pilot. He just wanted to become a motor mechanic. On the contrary some move from rag-picking to petty crimes. Only those who possess 'a never say die' attitude and will power break open this circle of poverty and become a part of the respectable world.

3 Justify the title of the story 'Lost Spring.'

Ans. 'Lost spring' is an apt title for this story. Spring is the best season of a year. Being full of colour, fragrance and freshness. This is a season of renewal and growth. The childhood of human life is often linked with spring, a season marks the beginning of human life and has a tremendous scope for growth. It is full of joy, pleasure and play. Children anywhere in the world are a great source of joy. But, ironically, millions of children like sahib and Mukesh experience no spring in their lives. Their childhood is consumed in making a living. Education, play and pleasure are not for them to enjoy. They must work to support themselves and their families.

Thus 'Lost Spring' deal with two themes – the first theme deals with the miserable plight of street children forced into labour early in life and denied the opportunity of schooling. The second theme runs parallel to the major theme is the callousness of society and the political class to these people's misery. There is an utter lack of compassion, empathy and commitment for the upliftment of these children of a lesser God. Thus the author has metaphorically compared childhood with spring season. So the title is apt and sensitizes the reader to the miserable plight of the poorest of the poor and emphasizes the urgent need to end the vicious circle of exploitation through education, awareness, co-operative organization and empowerment.

VALUE BASED QUESTIONS

Answer the following questions in 100 to 120 words

1. Most of us do not raise our voice against injustice in our society. Anees Jung in her story, 'Lost Spring' vividly highlights the miserable life of street children and bangle makers of Firozabad. What values do we need to inculcate among the people to bring back the spring in the lives of these children.

Ans. Anees Jung wants to uplift the cause of street children and bangle makers. Children living in Seemapuri do not go to school as there is no school. They are barefooted and spend their days scrounging for something wonderful in heaps of garbage. The children lead miserable lives, caught in the vicious circle of poverty into which they have fallen due to the middlemen, sahuikars, and law enforcement officials.

Media can create awareness about the underprivileged. We need to garner support from youngsters and start night schools for children like Saheb-e-Alam. There is hope when Anees Jung encounters youngsters like Mukesh who dares to dream. More people need to come forward and create an environment in which these children dare to dream.

2. "None of them knows that it is illegal for children like him to work in the glass furnaces with high temperatures". What can be done to improve a lot of poor children in India?

Ans. The problem of employment of children in hazardous conditions is prevalent in India. The Government has taken measures to curb this malpractice. However, the implementation of the laws must be stringent. The children must be provided with education. Moreover, the parents also have to be made aware of the hazards and dangers their children face in such working in hazardous conditions.

Most of the children working in Firozabad lose their eyesight before they become adults. There is a vicious cycle of poverty due to middlemen, sahu-kars and law enforcers. A situation must be created where the children can exercise their right to education and their parents receive their dues.

3. 'None of them know that it is illegal for children like him to work in the glass furnaces with high temperatures in dingy cells without air and light' These words from 'Lost Spring' throw light on the grinding poverty that forces many children in India to lead a life of exploitation whereby they have to slog in subhuman conditions. Driven by a concern for such children, who lose their childhood and who go through an unjust treatment, write an article in 100-150 words on 'Child Labour in India.'

Ans.

CHILD LABOUR IN INDIA

A child, whose childhood has been snatched away, now works hard, day and night, to earn a meagre pay. This is the scenario with more than 10 million children who are employed in hazardous and dangerous trades and industries. At a tender age, they are forced to work for 10-15 hours under sub-human conditions. Fireworks factory, cashew nut industry, bangle-making factories, carpet industry—there are innumerable such factories prevailing in our country where these children are being exploited. They are underpaid and ill-treated. As a result, they develop many life-long deformities like losing their eyesight, asthma, bone deformity, etc.

In spite of the constitutional laws against child labour and RTE which enforces the right to education for each and every child below the age of 14 years, these children are deprived of any education. Their day starts in factories and ends there.

It is said that children are the future of a nation. We need to ponder on what kind of future are we building. With so many children stuck in the clutches of child labour, we are building an uneducated unhealthy and diseased India. So, it is high time that the government and society work for these underprivileged children by strictly implementing the law and rehabilitating them.

LESSON - 3

THE DEEP WATER

About the author

William Douglas (1898-1980) was born in Maine, Minnesota. After graduating with a Bachelors of Arts in English and Economics, he spent two years teaching high school in Yakima. However, he got tired of this and decided to pursue a legal career. He met Franklin D. Roosevelt at Yale and became an adviser and friend to the President. Douglas was a leading advocate of individual rights. He retired in 1975 with a term lasting thirty-six years and remains the longest-serving Justice in the history of the court. The following excerpt is taken from *Men and Mountains* by William O. Douglas. It reveals how as a young boy William Douglas nearly drowned in a swimming pool. In this essay he talks about his fear of water and thereafter, how he finally overcame it. Notice how the autobiographical part of the selection is used to support his discussion of fear.

CHARACTERS AND PLACES

- Douglas : Narrator of the story
- YMCA Pool : A swimming pool runs by Young Men’s Christian Association
- Yakima : Yakima is a US city located about 60 miles southeast of Mount Rainier in Washington. It is also a river which has been called treacherous.



BACKGROUND

In this story, Douglas talks about his fear of water and how he finally overcomes it with strong will power, courage, hard work, and firm determination. Once he took courage, the fear vanished. That Shows most of our fears are baseless. Fear creates dangers where there is none. The writer’s experience further confirm the proverb which, “Where there is a will, there is away.”

INTRODUCTION

Swimming is only one of the numerous hobbies like canoeing, rafting, rock climbing, etc. But it is a tedious exercise. Its popularity can be judged from the fact that it has been included in the Olympics. But water which is the elixir of life is also very dangerous. We all know about the fury of the floods, Tsunamis. When a boat capsizes, only the skilled swimmers survive. This lesson by Douglas is autobiographical. It gives us a peek into the feelings of a drowning person. He tells us about his harrowing experience when as a young boy; he was tossed into a swimming pool. He was anxious to learn how to swim, but the bitter experience haunted him for several years. Even earlier also he had a horrifying experience. He was with his dad on the sea beach. A huge wave came and buried him under it. He ran out of breath. He decided to master the art of floating on water. But the huge bully gave another push to his fear of water. Long after wards he engaged an instructor who trained him step - by - step to fulfill his desire. But it took him several months to overcome his fear. He learnt, however, a valuable, life-saving lesson that one must try to challenge and overcome the fear itself.

THEME OF THE LESSON

In this essay William O. Douglas talks about his fear of water and how he finally overcomes it by his courage, determination, handwork, strong will power, perseverance and the desire to learn. If these are practiced, we can definitely achieve success in all our endeavors.

MESSAGE OF THE LESSON

In death there is peace. There is terror only in the fear of death. This is the message of the lesson. Roosevelt had said, “All we have to fear is fear itself”. All terrors and fears are psychological. We can overcome and conquer it. Only we have to be determined. Douglas conquered the fear of water only by making himself a perfect swimmer.

GIST OF THE LESSON

- William O. Douglas had fear of water since childhood.
- At the age of three or four, he was knocked down and buried by a wave on a beach in California.
- He developed a great aversion to water.
- At the age of ten or eleven he decided to learn to swim with water wings at the Y.M.C.A pool since it was safe at the shallow end.
- A misadventure: While sitting alone and waiting for others to come at the Y.M.C.A pool, a big boy came and threw Douglas into deep end of the pool.
- Douglas swallowed water and went straight down to the bottom of the pool.
- While going down he planned to make a big jump upwards but came up slowly. Tried to shout but could not.
- As he went down the pool second time, he tried to jump upwards but it was a waste of energy.
- Terror held him deeper and deeper.
- During the third trial he sucked water instead of air.
- Light went out and there was no more panic.
- So, he ceased all efforts and he became unconscious.
- He crossed to oblivion.
- When revived he found himself vomiting beside the pool.
- He was in grip of fear of water and it deprived him of the joys of canoeing, boating swimming and fishing.
- Finally, hired an instructor to learn swimming.
- The instructor taught him swimming piece by piece.
- He went to different lakes for trial and found tiny vestiges of fear still gripped him.
- He challenged the fear and swam.
- Swimming up and down the Warm Lake he finally overcame his fear of water.
- He realized that in death there is peace and there is terror only in fear of death.

Answer the following questions in 10 - 40 words

1.How did Douglas have an aversion to water?

Ans. It was at the age of three or four, Douglas in the company of his father was knocked down and swept over by waves at California beach. Thereafter he feared water.

2. When did the writer join the YMCA pool and why?

Ans. The writer was then ten or twelve years old. He had a childhood fear of water. He wanted to get over this fear. The YMCA had a swimming pool. It offered an opportunity to learn swimming. That’s why the writer decided to join it.

3. What did the writer do to learn swimming at the YMCA pool?

Ans. The writer got a new pair of water wings. He tried to gather confidence by looking at the other boys. He would try to paddle with his new water wings. He did two or three times on different days. He began to feel at ease in the water.

4. What did the writer notice when he was sitting alone on the side of the YMCA pool?

Ans. There was no-one else at the pool. The writer was afraid to go in alone. So he just sat on the side of the pool and waited. It was all quiet. The water was still. The tiled bottom was as clean and white as a bathtub.

5. What did the eighteen-year-old boy do to the writer and why?

Ans. The eighteen -year-old boy who was looking a bruiser, saw the writer sitting alone on the side of the pool. He cried,“ Hi, skinny! How would you like to be ducked?” With this he picked the writer up and tossed him into the pool. However, he later said that he was only fooling.

6. Why was the writer at first not much frightened when he was thrown into the pool?

Ans. The writer went at once to the bottom of the pool. He was frightened, but not much. On the way down, he made a plan. He would hit the bottom and make a big jump. Then he would come to the surface like a cork.

7. How did Douglas feel when all efforts ceased?

Ans. It removed fear. A blackness swept over his brain. It was quiet, peaceful and nothing to be afraid of. It is nice..... to be drowsy..... To float in space and tender arms around like mother's..... now he must go to sleep. The curtain of life fell. He became unconscious.

8. What did the writer remember that he came to himself after the misadventure at the pool?

Ans. He remembered that he was lying on his stomach beside the pool. He was vomiting. The chap who had thrown him in was saying, "But I was only fooling." Someone said. "The kid nearly died."

9. How was the writer affected by his misadventure at the pool?

Ans. It shook the writer badly. After some hours, he was able to walk back home. He was feeling very weak. He was trembling. He shook and cried when he lay on his bed. He could eat nothing that night. A terrible fear filled his heart. He never went back to that pool again.

10. What did the writer finally do to get over his fear of water?

Ans. The writer used every way to overcome his fear of water. Finally, on one October he decided to engage an instructor and learn to swim. He went to a pool and practiced five days a week, an hour each day. In the seventh month he was built a swimmer.

11. What special method did the instructor use to teach the writer to swim?

Ans. The instructor put a belt round the writer. A rope was attached to the belt. It went through a pulley. The pulley ran on an overhead cable. The instructor held on to the end of the rope. Thus the writer went back and forth across the pool.

12. The writer says, "The instructor was finished. But I was not finished." Why?

Ans. The instructor thought he had made a swimmer out of the writer. But the writer was still not finished. He feared that when he was alone in the pool, his old fears would come back to him. So he wanted to try still more in the pool.

13. How did Douglas make sure that he had conquered the old terror?

Ans. The writer visited some of the famous water spots. He swam across them successfully. At last he went to Lake Wentworth in New Hampshire. He swam two miles across the lake. Then he went and camped by the side of the Warm Lake. He swam across to the other shore and back. He shouted with joy. He had conquered his fear of water.

14. What deep conclusion did Douglas draw from his various experiences of swimming?

Ans. During his experiences Douglas had known both the fear of death and the sensation of death. He had come to the conclusion that there is terror only in the fear of death. In death there is peace. Therefore, all one needs to fear is fear itself.

Answer the following questions in 100 words.

1. What was Douglas' fear? How did he overcome that fear?

Ans. When Douglas was three or four years old, he was knocked down by the waves at California beach. The overpowering force of water terrorized him and he developed an aversion for it. The YMCA pool revived unpleasant memories of Douglas' childhood when he was tossed into the pool by a big boy. After this incident Douglas was determined to overcome his fear of water. He engaged an instructor under whose supervision he practiced. The instructor taught him to exhale under water and inhale by raising his nose. This exercise helped Douglas shed

his panic when he went under water. By kicking at the side of the pool Douglas built up his stamina. He spent six months with his instructor and then he decided to be on his own in the pool to ensure that he had fully overcome his fear. When he gained enough confidence he went to lake Wentworth in New Hampshire. Next he swam across Warm Lake confidently practicing different strokes in swimming. In this way his instructor made a swimmer out of Douglas, piece by piece.

2. How did the swimming instructor ‘build a swimmer’ out of Douglas?

Ans. Douglas was determined to learn swimming to overcome his fear of water. Hence he engaged a professional instructor who well understood the gravity of Douglas’ problem and the intensity of the terror that gripped his heart. Instead of teaching him swimming in one go, the instructor built a swimmer out of him bit by bit. First of all, to make Douglas get over his fear of drowning, the instructor put a belt around his waist and attached it securely to a pulley that ran on an overhead cable. For almost three months, he was repeatedly made up go back and forth across the pool. Next he was taught to put his face under water and exhale and also to raise his nose out of water and inhale. Later, for weeks together he was made to kick with his legs at the side of pool. Thus, the methodical proceedings of the instructor built a swimmer out of Douglas inch by inch.

3. What was the ‘misadventure’ at the YMCA pool that the writer William Douglas speaks about?

Ans. At YMCA pool, a big boy teased William Douglas and tossed him into the pool. Douglas went at once to the bottom. He was frightened but not out of wits. When his first attempt to bounce out of water failed, deep terror gripped him. He summoned all his strength and made a great spring upwards. He opened his eyes and saw nothing but yellow water. He swallowed and choked. With legs paralysed, lungs aching and head throbbing, Douglas was unable to shriek out for help. His very voice got frozen. He went down and down endlessly. He felt the tiles under him. His toes reached out as if to grab them. And then strangely, there was light. His eyes and his nose were out of water. But he started down a third time. He sucked for air and got water. Then all efforts ceased. He relaxed. A blackness swept over his brain. He crossed to oblivion and fell unconscious. Later, at some point of time, when he gained consciousness, he found himself lying on his stomach beside the pool, vomiting. This haunting fear followed him wherever he went. He stopped enjoying fishing, canoeing and boating. Finally, he engaged an instructor to train himself to swim.

4. Even after growing up why does Douglas recount his childhood experience of almost having drowned? At a larger level what does this experience teach him?

Ans. Even after attaining adulthood Douglas is not able to forget his brush with almost death. He was about to be drowned as he could not come out of water. He was not even able to shout for help. But he put up a brave front and managed to survive. The childhood experience had badly affected Douglas. Abnormal childhood experience, both positive and negative, remain with us. Douglas was no different. That being the reason for his recounting all the details. For years the fear had gripped him. But he deserves admiration for his strong determination, his courage and his will to overcome the fear. He finally managed not only to learn swimming but also conquer the fear of water. At a large level he understood that fear of death itself can be extremely scary. Also he understood that he had to take steps to overcome that fear and not brood over it.

5. “All we have to fear is fear itself”. Describe Douglas’ experiences which led to making of the statement.

Ans. Douglas has experienced both the sensation of dying and terror that the fear of death can cause. Strong will, determination, courage as well as honest labour won over all his terrors and fears. The will to live brushed aside all his fears. In reality all our fears are only psychological, and can be easily won over, if we can control our mind. This realisation makes Douglas resolve to learn swimming by engaging an instructor. This instructor, piece by piece, built Douglas into a swimmer. However, his first step was to drive away Douglas’ fear of water, before training him in swimming techniques. When Douglas tried and swam the length of the pool up and

down, small traces of his old terror of water would return. So, he went to Lake Wentworth, dived at Triggs Island and swam two miles across the lake to Stamp Act Island. Finally, he was certain that he had conquered his fear of water.

6. "I crossed to oblivion, and the curtain of life fell." What was the incident which nearly killed Douglas and developed in him a strong aversion to water?

Ans. The incident which nearly killed Douglas occurred when he was ten or eleven years old. He had decided to learn swimming at the YMCA pool, and thus get rid of his fear of water. One morning, when he was alone at the pool, waiting for others, a big bully of a boy tossed him into the deep end of the pool. Though he had planned a strategy to save himself as he went down, his plan did not work. Thrice he struggled hard to come to the surface, but failed each time. He was frightened and got almost drowned in the pool, lost his consciousness and felt that he would die. Though he was ultimately saved, this misadventure developed in him a strong aversion to water.

7. Desire, determination and diligence lead to success. Explain the value of these qualities in the light of Douglas' experience in 'Deep Water'.

Ans. The terror of water followed Douglas wherever he went. To get rid of it, he made a strong determination. He decided to overcome his fear through his will power. He engaged an instructor who would perfect him in swimming. The instructor first helped him drive away his fear, and then gave him many exercises besides teaching him how to exhale and inhale in water.

The practice went on for months together, during which his fear came back to haunt him, but his desire and firm made him persist in his efforts. It was only through sheer determination and diligence that Douglas could not only counter his terror, but also became an expert swimmer.

He swam across and back large distances to ensure that his fear of water did not return. Hence, desire, determination and diligence succeeded in removing his fear of water.

8. What misadventure did Douglas experience at the YMCA swimming pool?

Ans. As the timid Douglas sat alone at the side of the YMCA swimming pool waiting for other people to come, a big boy, probably eighteen years old came there. He asked Douglas whether he would like to be ducked. Saying this, he picked up Douglas and tossed him into the deep end of the pool. Douglas landed inside the pool in a sitting position, swallowed water and went at once to the bottom of the pool. Though Douglas was extremely frightened he had his wits intact so on his way down he started to plan. He decided that when his feet would hit the bottom he would make a big jump, come to the surface, lie flat on it and then paddle to the edge of the pool.

9. Describe the efforts made by Douglas to save himself from drowning in the YMCA swimming pool.

Ans. When his feet hit the bottom of the pool, Douglas summoned up all his strength and made a great spring upwards thinking he would bob to the surface like a cork. But when nothing like that happened, Douglas tried to yell but no sound came out. Now a great force was pulling him under. He was paralysed under water, stiff and rigid with fear. Then in the midst of the terror came a touch of reason that he should remember to jump when he hit the bottom. As soon as he felt the tiles under him he reached out his toes towards them and jumped again with all his strength. Yet again the jump did not make any difference. The water was still around him. Stark terror took an even deeper hold on him and he shook and trembled with fright. He could not move his arms and legs. He tried to call for help but nothing happened. Finally, he ceased all his efforts and decided to relax as blackness swept over his brain.

10. How did Douglas' experience at the YMCA pool affect him and how did he overcome his fear of water?

Ans. Douglas' experience at the YMCA pool had a far reaching effect on him. He never went back to the pool. He feared water. He tried to avoid it whenever he could. And whenever he

went to a pool, the terror that seized him in the pool would come back. His legs would become paralysed. Icy horror would grab his heart. This handicap stayed with Douglas for years. It ruined his fishing trips. He lost the joy of canoeing, boating, and swimming. William Douglas used every way to overcome his fear of water but with little success. It held him firmly in its grip. Finally, one October, he decided to employ an instructor and learn to swim. He went to a pool and practised five days a week, an hour each day. Douglas did succeed in his mission. The instructor made him an expert swimmer.

11. How did Douglas develop an aversion to water?

Ans. Douglas developed an aversion to water in his early childhood. When he was three or four years old, his father took him to a beach in California. The waves knocked him down and swept over him. He was buried in water. He was frightened and perhaps this was the moment his fear of water took root inside his mind. Further, when Douglas was ten or eleven years old, he decided to learn to swim and went to the YMCA pool. Here an incident took place that finally established his aversion to water as a big fear. One day when Douglas was alone at the pool sitting on the edge and waiting for others to come, a big boy threw him into the deep end of the pool.

What followed was a nightmarish experience for him. Douglas tried very hard and applied all his knowledge to come to the surface of the water but to no avail. Somehow he was saved. Thus after this fearful incident, his fear of water got implanted in his heart and mind permanently.

VALUE BASED QUESTIONS

1. The story ‘Deep Water’ has made you realise that with determination and perseverance one can accomplish the impossible. Write a paragraph in about 100 words on how a positive attitude and courage will aid you to achieve success in life?

Ans. Determination and perseverance is a combination of attributes and abilities that drive people to set goals for themselves and then to take the initiative to achieve these goals. Douglas was able to overcome his fear of water by the values of positive attitude and courage. Initially he was afraid of water but his grit and determination made him get an instructor to train him and overcome his fear. Determination today leads to our success tomorrow. It is that innate quality in our soul, which comes to surface when we face difficult tasks. It is a reflection of our values taught to us by society and circumstances and enables us to overcome all obstacles.

2. Roosevelt said, “All we have to fear is fear itself.” Do you agree? Why/why not?

Ans. The quote, “All we have to fear is fear itself”, by the American President, Franklin D Roosevelt, it is absolutely true. It is only the fear of consequences which prevents us from taking an action and hampers our progress. William Douglas’ fear of drowning makes him develop an aversion to water. Hence, he avoids going near water bodies or indulge in water sports. When he is able to overcome his fear with the help of the instructor, he succeeds. Likewise, there are numerous incidents around us that show how fear cripples the mind of an individual and society, and acts as a barrier to growth.

The other lessons in the textbook also support the view. The bangle makers of Firozabad in ‘Lost Spring’ fear that the police would put them in jail, so they accept their exploitation, and do not organise themselves into co-operatives. It is only when we are able to overcome our fear, that we can step ahead and progress in life.

LESSON - 4

THE RATTRAP

About the author

Selma Lagerlof (1858-1940) was a Swedish writer whose stories have been translated into many languages. A universal theme runs through all of them – a belief that the essential goodness in a human being can be awakened through understanding and love. This story is set amidst the mines of Sweden, rich in iron ore, which figure large in the history and legends of that country. The story is told somewhat in the manner of a fairy tale.

Characters and Places

A tramp with rattraps

A crofter

Master Smith in the Ramsjo Iron Mill in Sweden

Iron mill owner

Helpers in the Mill : Blacksmiths

Edla Willmansson : Daughter of the Iron Mill owner



Gist of the lesson

- 'The Rattrap' is a story that underlines the belief that essential goodness in human beings can be aroused through sympathy, understanding and love.
- Once a man went around selling small rattraps but he took to begging and thievery to keep his body and soul together.
- One day he was struck with the idea – the whole world is a big rattrap and it offers riches as bait.
- People let themselves be tempted to touch the bait then it closes in on them bringing an end to everything.
- One dark evening the rattrap peddler sought shelter in an old crofter's roadside cottage.
- The old man gave him food, tobacco they enjoyed the card game too.
- Next morning the peddler stole away his thirty kroners.
- The rattrap peddler escaped into a big confusing forest and got lost.
- While resting on the ground he recollected his idea that the world is a rattrap and thought his end was near.
- Hearing a thumping sound he reached Ramsjo ironworks for a night shelter.
- The owner came on his nightly rounds and noticed the ragged wretch near the furnace.
- He took him as an old acquaintance 'Nils Olof.'
- He invited him to stay with them for Christmas but the stranger declined the offer.
- His daughter Edla Willmansson persuaded to go home with him.
- She requested him to stay for Christmas Eve only.
- On his way to the Manor House the peddler thought that he had thrown himself into the lion's den.
- The next day in broad day light the iron master realized the stranger was not captain and threatened to call the sheriff.
- Edla pleaded for him and asked him to stay back.
- Christmas Eve at Ramsjo was as usual and the stranger slept and slept.
- She made him understand that if he wanted rest and peace he would be welcome next Christmas also. This had a miraculous effect on him.
- Next morning they went for early church service leaving behind the guest who was asleep.
- They learnt at church that a rattrap peddler had robbed an old crofter.
- Edla becomes very upset.
- They reached home immediately and learnt that the peddler had already left but had not taken anything at all with him. Instead, he had left a small packet for the young girl as a Christmas present.

- She opened the packet and found a rattrap, three wrinkled ten- Kroners notes and also a letter with a request to return the Kroners to the crofter.

THEME OF THE STORY

The human beings are prone to fall into the trap of material benefits. It is the human tendency to redeem oneself from dishonest ways. Hence, the whole world is called a big rattrap which tempts the people towards its materialistic benefits, and brings about their doom and never ending predicament. It also highlights the themes like human loneliness, status and treatment meted out to have-nots and callous attitude of society and government towards such people. One of the themes is that man is inherently good by nature. The society and environment make them bad. Human goodness and kindness can bring about the change in their attitude.

MESSAGE OF THE STORY

The rattrap is an interesting story. It has been told somewhat in the manner of a fairy tale. The rattrap peddler is a poor man. He robs the same who gives him shelter and food. But he is reformed by the compassionate behaviour of a young girl Edla. This story gives the message that the essential goodness of man can be awakened through love and understanding.

TITLE OF THE STORY

"The Rattrap" is an appropriate title as it is the story of a rattrap peddler. The author has used the metaphor of a Rattrap to highlight the human predicament. Just as a rat is fooled by bait and gets trapped, most human beings also fall into the trap of material benefits. The story revolves around the incident of a man getting trapped due to his greed. Hence, the title is an apt one.

BACKGROUND

Selma Lagerlof talks about the universality of human goodness that can be awakened through understanding love, compassion and belief. Experience is the best of school masters and the peddler was able to get a vital lesson from his encounter with situation and people both. Finally his goodness surfaces and temporarily phases out his bad passions. The world turns to be a good place to live in.

Answer the following questions in 30 – 40 words.

1. From where did the peddler get the idea of the world being a rattrap?

Ans. The peddler was a very poor man who earned his living by selling the ratttraps, he made himself from the materials he got by begging. His mind, thus, was always preoccupied with ratttraps. The shelter, food, clothes, riches, and Joys that the world provides are all bits to entrap man. When one is trapped, everything comes to an end.

2. Why was the tramp amused by the idea of the world being a rattrap?

Ans. The world had never been kind to the peddler. So he was full of bitterness against the world. He had become a cynic and he enjoyed visualizing the world as a rattrap ready to enter anybody who was tempted by the baits it had to offer. He knew that many people had been ensnared and the others were still circling around the bait.

3. Did the peddler expect the kind of hospitality that he received from the crofter?

Ans. The peddler had never been treated kindly by the world. He has meted out a cold treatment wherever he went. He was pleasantly surprised when the crofter treated him with warmth and hospitality. Ordinarily, he always makes "sour faces" when he knocked anyone's door for shelter and food.

4. Why was the crofter so talkative and friendly with the peddler?

Ans. The old man was lonely and leading a dreary existence as he had no wife or children. The old man was happy to get someone to talk to, even though it was a tramp. So he welcomes the peddler and extended his hospitality towards him.

5. Why did the crofter show the 30 kroner to the peddler?

Ans. The crofter had nobody to share his happiness with. He was really satisfied and overjoyed to earn 30 kroner in a month. Hence, he showed the amount to the peddler. Another possible reason is that he suspected that his guest did not believe him.

6. Did the peddler respect the confidence respond in him by the crofter?

Ans. The peddler found it a little difficult to make both ends meet. His life was involved in better struggles for mere survival. So, the moment he gets to know about the thirty kronor, he is on an lookout to grab them as soon as possible. Finally, he steals the money by smashing a windowpane and has no regard for the crofter's faith.

7. What made the peddler think that he had indeed fallen into a rat trap?

Ans. After grabbing the money from the crofters the peddler is cautious enough to avoid the public highway. He gets into The Woods but finally realizes that it is a big and confusing forest. The end of the forest is nowhere in sight. He feels he has come to a dead end as he has been walking around the same part of the forest. That's when he recalls his thoughts about the world being a rattrap and he realizes that he had indeed fallen into a rattrap.

8. Why did the ironmaster speak kindly to the peddler and invite him home?

Ans. In the glow of the furnace, the ironmaster mistook the peddler to be Nils Olof, his old regimental comrade. He was overwhelmed with sympathy for his comrade when he saw him in terrible condition. The ironmaster wanted the peddler to shed his inhibitions and enjoy on the occasion of Christmas. Moreover, the ironmaster wanted to better his comrade's future prospects.

9. Why did the peddler decline the invitation?

Ans. The peddler did not disclose his real identity and did not make an effort to clear the ironmaster's misconception. This is because he thought he might get some money in the bargain. But he had to decline the invitation also because of the fear of getting caught as he had stolen the 30 kronor from that old man. To go up to his manor house would be like "throwing himself voluntarily into the lion's den".

10. What made the peddler accept Edla Williamson's invitations?

Ans. The peddler was taken in by Edla's compassion and friendly behavior. He felt confidence in her when she said: "you will be allowed to leave us just as freely as you came". Thus the warmth and sincerity shown by the ironmaster's daughter mitigated all his fears.

11. What doubts did Edla have about the peddler?

Ans. Although young, Edla was a better judge of human character as compared to her father. When she invited the peddler to the manor house, she concluded immediately that he had either stolen some money or had escaped from the Jail.

12. When did the ironmaster realize his mistake?

Ans. The ironmaster brought the tramp to his house mistaking him to be his old regimental comrade. However, it was not so. The ironmaster realized this when the valet had given the peddler a bath, a shave, a haircut and fine clothes. When he was brought before the ironmaster in broad daylight, he understood that he had mistaken the tramp to be his formal comrade in the light of the Furnace.

13. What did the peddler say in his defense when it was clear that he was not the person the ironmaster had thought he was?

Ans. The peddler told the ironmaster that he never pretended to be the captain. Moreover, he did not accept the ironmaster's invitation to come to the manor's house. In fact, he had implored him to stay that night in the forge itself.

14. Why did Edla still entertain the peddler even after she knew the truth about him?

Ans. A compassionate girl, a true Christian, Edla could not bear the thought of a poor wretch been turned out of the house on the evening of Christmas. She is pained at the idea that everybody chases the vagabond away. So she wanted that the peddler should "enjoy a day of peace with us here just once in the whole year."

15. Why was Edla happy to see the gift left by the peddler?

Ans. Edla became happy after seeing the gift of the peddler because "the gift" provided by her father's rigid belief that the peddler was a thief and nothing, including her belief in the part of human being, could change him. However, "the gift" proved that her "belief" was right, so she felt immense joy.

16. Why did the peddler sign himself as Captain Van Stahle?

Ans. Throughout his life, the peddler had never known respect. He was always treated coldly by the world. For the first time in his life, he was honoured and respected as if he were a captain. Even after the truth was exposed, the daughter continued to treat him in a similar way. The way he was treated encouraged him to behave in a like manner. He signed the letter as Captain von Stahle so as to underline the impact of Edla's goodness on him.

Answer the following questions in 100 in 120 Words.

1. What are the instances in the story that show that the character of the ironmaster is different from that of his daughter in many ways?

Ans. The ironmaster misunderstood the peddler for an old acquaintance, whereas his daughter could make out that the man was afraid, which was suggestive of him having stolen something. Though the father and the daughter express compassion for the vagabond both do so for different reasons. The ironmaster was sure to help the vagabond get over his tramp manners because he had mistaken the latter for his old comrade. The daughter however wishes to feed him and welcome him in spite of knowing that he was not Captain Von Stahle. The father acts impulsively and hastily, and invites him without confirming the stranger's identity. On realizing his mistake, he readily wants to hand him over to the sheriff. Only when he is threatened of insurance by the rattrap of this world that he thinks otherwise. Edla on the other hand shows a strong sense of observation. She rightly judges him to be a tramp without any education. She persuades her father to let him stay because they had promised him Christmas cheer. When the blacksmith's daughter infects the protagonist with her true altruism the peddler's inner soul experiences a rapid transformation from an ugly duckling to a dazzling swan.

2. The story has many instances of unexpected reactions from the characters to others' behaviour. Pick out instances of these surprises.

Ans. The story has many instances of unexpected reactions from the characters to others. Used to being greeted by sour faces the crofter seems taken aback at the peddler's request for accommodation for the night. Then the peddler's act of stealing does not match the reader's expectations. The breach of trust comes as a bit of a shock. Then the ironmaster's sudden invitation to the tramp comes as the next surprise. The peddler's vehement refusal to accompany him and later on accepting the invitation at Edla's insistence all generate surprise. Edla's readiness to entertain the peddler even after knowing his reality was quite unexpected. The most unexpected of gestures is when the peddler leaves for Edla a Christmas gift, a letter of thanks and the stolen money to be returned to the old crofter. His transformation is that which completes the chain of unexpected reactions.

3. The story "The Rattrap" focuses on human loneliness and the need to bond with others. Comment.

Ans. 'The Rattrap' tells us the story of a lonely peddler who has nothing and no one to call his own. He wanders from place to place mistreated and mistrusted by the world. Then we come across the old crofter who leads a solitary life and hungers for company. He accords a warm reception to the peddler as he views him as someone to talk to and pass a few lonely hours with. It is his need to bond that makes him trust the peddler and show him his money.

Similarly, the ironmaster shows his eagerness for the peddler's company mistaking him for an old acquaintance. His wife is no more, his sons are abroad. And he has no one but his eldest daughter at home. He offers his hospitality to the peddler wanting some suitable company to ward off his loneliness. Even his daughter, a shy and modest girl, persuades the peddler to stay with them on Christmas Eve as she has no one to look after and make comfortable except her father. She looks forward to some company to make the occasion more festive. Finally the peddler is also enticed by the kindness of the ironmaster's daughter and the proposition of peace, rest, good food and excellent company for a change. The theme of loneliness and the need to bond is projected strongly in all the characters in the story.

4. The story is both entertaining and philosophical. Discuss

Ans. The narrative enthralls the reader toning down its philosophical didacticism. The fast paced third person narrative together with graphic description of characters, elements of humour, drama and irony make it an interesting read (Give examples). The element of surprise with regard to the flow of events holds our interest. This is true of being accepted as a guest by the crofter, breaking his trust, getting lost in the forest, being invited by the ironmaster and subsequent refusal together with Edla's insistence and peddler's final submission. The final acts of transformation and redemption make the narrative quite gripping and entertaining. The author has used the metaphor of a rattrap to highlight the human predicament. Just like the rats are trapped by cheese and food similarly men are lured by land, food, shelter, clothing etc. these are baits. Those who touch them are trapped by material benefits. The rattrap brings home the fact that human goodness is an intrinsic part of one's nature. It can be forever kept alive through love and understanding. No one is infallible and in one's weak moments is susceptible to falling to temptation. There could be some individuals with the strength of character to break through the rattrap and discover the essential human goodness. Thus the story comes across as both entertaining and philosophical.

5. The reader's sympathy is with the peddler right from the beginning of the story. Why this is so? Is the sympathy justified?

Ans. The peddler wins the readers sympathy for his way of life and how the world treats him. The vagabond moves about selling small rat traps. As his business is not rewarding, he takes to begging and petty thievery to keep his body and soul together.

His life is sad and monotonous. He plods along the road lost in his own meditation. He Considers the Whole World as A Big Rattrap. The world has never been kind to him and it gives him unwonted joy to think ill of it. Whenever he asks shelter for a night, he meets sour faces. He is an unwelcome, unwanted and undesirable figure. The blacksmith at forge glance at him only casually and indifferently. The master smith nods a haughty consent without honouring him with a single word.

His sympathy is justified not only because he was a victim of circumstances but also because he redeems himself in the end. Edla Willmanson's kind and compassionate behavior arouses the tramp's goodness. He thanks her for her sympathy and returns the stolen money.

LESSON - 5

INDIGO

About the author

Louis Fischer (1896-1970) was born in Philadelphia. He served as a volunteer in the British Army between 1918 and 1920. Fischer made a career as a journalist and wrote for The New York Times, The Saturday Review and for European and Asian publications. He was also a member of the faculty at Princeton University. The following is an excerpt from his book- The Life of Mahatma Gandhi. The book has been reviewed as one of the best books ever written on Gandhi by Times Educational Supplement.



INTRODUCTION

This chapter is an excerpt from Louis Fischer’s famous book ‘The Life of Mahatma Gandhi’. The writer observed Gandhiji’s work to fight for the cause of the voiceless, downtrodden Indians who reeled (moved) under the rule of the indifferent, oppressive colonial British rule. ‘Indigo’ is one of the many episodes of Gandhi’s long political struggle. The chapter describes the Champaran visit of Mahatma Gandhi which was undertaken casually on the entreaty (request) of a poor peasant, RajkumarShukla, in the expectation that it would last a few days, occupied almost a year of Gandhi’s life. The story describes Gandhiji’s struggle for the cause of the sharecroppers of Bihar and how he asked the Britishers to leave the country. It highlights the leadership shown by Gandhi to secure justice for oppressed people.

CHARACTERS AND PLACES

- Gandhiji

:

A prominent political leader of India (The Father of The Nation).
- Rajkumar Shukla

:

A poor (oppressed, landless) but resolute peasant of Champaran.
- Rajendra Prasad

:

A lawyer who later became the First President of India.
- J.B. Kripalani

:

A professor of the Arts College in Muzzafarpur.
- Malkani

:

A Government school teacher.
- Sir Edward Gait

:

The Lieutenant Governor.
- Kasturba bai

:

Gandhi’s wife.
- Devdas

:

Gandhi’s youngest son.
- Mahadev Desai and Narhari Parikh

:

Volunteer doctor.
- Charles Freer Andrews

:

A follower of Gandhi

BACKGROUND

Louis Fischer reviews 'The Life of Mahatama' observing closely 'TheChamparan episode'. A simple peasant's entreaty brings the historical change to learn courage and self-reliance to protest against the wrong doers for their rights.

GIST OF THE LESSON

- Gandhiji went to attend Annual Convention of Indian National Congress at Lucknow in December 1916.
- During the proceedings, a peasant from Champaran, named RajkumarShukla met him.
- Under an ancient arrangement, Champaran peasants were sharecroppers.
- RajkumarShukla was one of them. He was illiterate but resolute.
- He didn’t leave Gandhiji until he agreed to visit Champaran.
- Gandhiji would be in Calcutta on a certain date. Shukla received him from there and then they boarded into the train to Patna.
- Shukla first took Gandhiji to the house of a lawyer named Rajendra Prasad who later became the President of Indian Natinal Congress and India.

- Rajendra Prasad was out of the town and his servant didn't allow Gandhiji to draw water from the well thinking him to be an untouchable.
- Gandhiji first decided to go to Muzzafarpur. He was received by Prof. J. B. Kriplani of Arts College, at the railway station.
- Gandhiji stayed at the house of Prof. Malkani for two days.
- It was an extraordinary thing for Prof. Malkani to harbor Gandhiji because in smaller localities people were afraid to show sympathy for the advocates for home rule.
- As soon as Gandhiji reached Champaran, people went to see him.
- The lawyers told Gandhiji that they represented peasant groups in the court and also reported the size of their fee.
- Gandhiji chided the lawyers for collecting such a big fee and told them its no use taking their cases to the law courts.
- The chief commercial crop in Champaran was Indigo. The landlords compelled all tenants to plant three twentieths or 15 % of their holdings with indigo and surrender the entire indigo harvest as rent.
- Meanwhile Germany developed synthetic Indigo. The landlords asked the peasants to pay them compensation for being released from the 15% agreement.
- Later when the peasants came to know about the synthetic Indigo, they wanted their money back. Gandhiji reached Champaran at this stage.
- Gandhiji first went to the Secretary of the British Landlord's association and then to the British Official Commissioner of Tirhut Division. None of them helped Gandhiji instead he was asked to leave Tirhut. But Gandhiji, instead of leaving Tirhut, went to Motihari.
- There again he got an official notice to quit Champaran. Gandhiji signed a receipt for the order but he wrote on the back that he would disobey the order.
- In consequence, he got summons to appear in the court.
- Gandhiji informed all about it and the next morning all the people gathered in the court premises.
- The officials felt powerless without Gandhiji's cooperation.
- Gandhiji helped them to regulate the crowd but he had given them proof that their might could be questioned.
- Gandhiji told the court that he was caught in a conflict of duties. On the one hand, he didn't want to set a bad example as a law breaker and on the other hand, he wanted to do national and humanitarian service.
- When the court was reconvened, the judge said the he would deliver the judgement several days later and meanwhile he allowed Gandhiji to be at liberty.
- Later the Lt. Governor ordered the case to be dropped against him and it proved to be the first victory of Civil Disobedience in Modern India.
- In June Gandhiji was summoned by Sir Edward Gait. They had four protracted meetings as a result of which an enquiry commission was set up.
- The enquiry brought crushing mountain of evidences against the big planters.
- Gandhiji asked 50% refund but the planters wanted to pay only 25%.
- Gandhiji agreed even to that. He said the amount of refund was less important than the fact that the landlords had been obliged to surrender part of the money and with it part of their prestige.
- Gandhiji was also concerned about the social and economical backwardness of Champaran villages. He appealed to the people to volunteer their services.
- Primary schools were opened in six villages. Kasturba Bai taught the ashram rules on personal cleanliness and community sanitation.
- Health conditions were also miserable. Three medicines were available- castor oil, quinine and sulphur ointment.
- Gandhiji's politics was intertwined with the practical day to day problems of the millions. His was not a loyalty to abstractions; his was the loyalty to living human beings.
- Gandhiji's lawyer friends wanted Charles Freer Andrews who was Gandhiji's devoted follower to stay in Champaran and help them but Gandhiji was vehemently opposed. He told them to rely on themselves instead of seeking a prop in Mr. Andrews.

THEME OF THE LESSON

This story revolves around the issues of help to sharecroppers, Indian independence and self-reliance. Gandhi ji visited Champaran at the entreaty of a peasant named RajkumarShukla to remove sharecropping system from Champaran. In his attempt to do this Gandhi ji taught them self-reliance as well. Moreover, he also had the first victory of Civil Disobedience Movement in this process.

SETTING

Champaran is located in the foothills of the towering Himalayas near the kingdom of Nepal where most of the action takes place. Apart from this, some other parts of Bihar also find a mention in it

MESSAGE OF THE LESSON

The story 'Indigo' highlights the unequal economic system that existed during colonial British rule. It resulted in Indian peasants suffering, while the British planters exploited them. It also highlights the importance of Gandhi's decision to take up their case, which exposed the unjust system.

Answer the following questions in 30 to 40 words.

1. Why was Gandhiji not allowed to draw water from the well?

Ans. Gandhi ji was very simple in his dress and manners. He was thin of body and had a dark complexion. The servants had never seen him. They mistook Gandhi ji an untouchable. They didn't want to get well water polluted by allowing him to draw water out from the well. So they did not allow Gandhi ji to draw water out from the well.

2. Where did Gandhiji go from Patna? What did he do there?

Ans. In order to get complete and true information about the peasant's condition of Champaran, Gandhiji went to Muzzafarpur. His mission was to free the farmers from the injustice of the British landlords. He was received by professor J.B. Koiplani at the railway station with a large number of students. He stayed there for two days and received much more information about the share croppers of Champaran.

3. What did the Muzzafarpur lawyers brief Gandhi ji about Champaran peasants?

Ans. Just after reaching Muzzafarpur, Gandhi ji started collecting information about Champaran share croppers. Muzzafarpur lawyer came to brief Gandhi ji about their cases of Champaran peasants. They also reported about the size of the fees they charged from the peasants for which Gandhi ji scolded them.

4. Why did Gandhiji conclude that they should stop going to courts taking such cases of Champaran peasants?

Ans. Gandhiji found that the farmers of Champaran were badly crushed by the British landlords. There were afraid of Britishers. Gandhiji found that the law courts could not make them free from fear. So he concluded that the lawyers should stop going to the courts.

5. Why was Gandhiji told to leave Tirhut immediately?

Ans. Gandhi ji was told to leave Tirhut because he tried to collect facts from the secretary of the British Landlords Association. He considered Gandhiji as an outsider and denied to give him any information. The British official commissioner bullied Gandhi ji and advised him to leave Tirhut at once. The messenger of Police Superintendent took him back and a court notice was issued to him.

6. Why did the officials at Motihare feel powerless without Gandhi's help?

Ans. The Champaran farmers heard that a Mahatma who had come to help them was in trouble with the authorities. By the next morning the whole of Motihari was crowded with the farmers. Their spontaneous demonstration, in thousands around the court house, made the officials feel powerless. They requested Gandhi ji to help them regulate the crowd.

7. What did Gandhi ji do to do away with the cultures and social backwardness in the Champaran villages?

Ans. Gandhi ji appealed for teachers to do away with the social and cultural backwardness. The two new young disciples, Mahadev Desai and Narshare Parikh with their wives, volunteered for the work. Several more from Bombay, Poona and other distant places joined. Devdas and his mother Kasturbai also joined. She taught the rules of cleanliness and community sanitation.

8. What was done to improve the miserable health condition?

Ans. A doctor volunteered his services for six months. There were three medicines available – castor oil, quinine and ointment. Persons with coated tongue were given a dose of castor oil. Those with malarice fever got quinine plus castor oil. Others with skin eruptions got ointment plus castor oil. Mrs. Gandhi taught women individual and general cleanliness.

9. How was Gandhiji able to influence lawyers? Give instances.

Ans. Gandhiji's sincerity of purpose, convincing argumentation and a logical approach deeply influenced the lawyers chiding them for over charging the peasants. He encouraged them to court arrest for the poor peasant's cause, if he himself got imprisoned. He opposed even seeking help from Mr. Andrews in their battle with Britishers.

10. How did the Champaran episode change the plight of the peasants?

Ans. The Champaran episode released the peasants from the mortal fear of British Landlords and made them aware of their rights. Apart from getting back 25% of the compensation money, they also learnt 'courage'. The episode thus marked a beginning of the cultural, social and economic transformation of the poor and exploited peasants of Champaran. Within a few years, the British planters abandoned their estates, which reverted to the peasants.

11. "Freedom from fear is more important than legal justice for the poor". Comment.

Ans. Securing legal justice in one single specific episode would have resulted in limited short term benefits. But getting over perpetual fear of the oppressors as in the case of Champaran episode brought about a permanent attitudinal change that enabled the farmers face life more boldly and live it more fruitfully. Hence freedom from fear is more important.

12. What made Mahatma Gandhi ji declares 'the battle of Champaran is won'?

Ans. When the lawyers reconsidered their decision about their course of action in the event of Gandhiji's arrest, they volunteered to court arrest for the cause of the share croppers. Gandhiji was very pleased and he expressed his satisfaction with these words of "the battle of Champaran is won".

Answer the following questions in 100 to 120 words.

1. "Freedom from fear is more important than legal justice for the poor." Do you think that the poor of India are free from fear after Independence?

Ans. It is true that legal justice is important for the citizen of a country. But freedom from fear is more important. It is because of the fear, everyone whether rich or poor, develops a sense that something enormously wrong and dangerous or even fatal is going on. The fear of any kind harasses the person and mass his capabilities, energies, happiness and even the peace of mind.

During the settlement of the refund amount representatives of the landlord were afraid how much around. They must have to refund. Similarly the Indian farmers were afraid of the torture of British planters. In small localities no one was ready to give shelter to the lawyers. Gandhi ji tried his best to free them from the fear of Britishers.

After Independence there is a great change in the social system. The poor and untouchable classes are now enjoying more freedom. They are participating in every field of social, culture and national life. Yet we can see that they are always afraid of communal riots, exploitation, negligence, poverty, corruption, disease, ill health, regionalism etc. Politicians, bureaucrats and the rich create havoc. That's why for the success of democracy freedom from fear is the primary need.

2. How was the Champaran episode a turning point in Gandhi’s life?
OR

Why do you think Gandhi considered the Champaran episode to be a turning – point in his life?

Ans. Champaran episode was a turning point in the life of Gandhi ji. He became successful to give courage to the millions of people. The farmers were suffering from tyranny of the Britishers. They ill-treated them. They illegally and deceitfully compelled them to surrender 15% earnings of their total holdings as a rent. Gandhi ji efforts helped them to get rid of this problem. British planters abandoned their estates within a few years. Civil Disobedience won victory for the first time and paved way for freedom.

Gandhi ji brought not only political and economic solution for the farmers but also took their cultural and social upliftment. They were made conscious of personal cleanliness and community sanitation. They were provided schools for teaching their children. Doctors were managed for improving the health. Gandhi ji aimed at growing self – reliance among Indians. Thousands of people demonstrated spontaneously against Britishers. Gandhi ji made the British authorities realized that their power could be challenged by Indians. He tried to mould a new free Indian who could stand on his feet. The Champaran episode gave Gandhi ji self – confidence and direction to launch freedom movement throughout the country.

3. Why was the official Inquiry commission appointed? What did the findings of the commission reveal? What was its impact on British planters?

Ans. British planters were exploiting the sharecroppers Gandhi ji complained against the condition of share cropper then Sir Edward Gait, the Lieutenant Governor appointed a commission to know the situation of indigo cultivators. The commission consisted of landlords, Govt. officials, and Gandhi ji as the sole representative of the farmers.

The commissions found that the planters had collected money illegally and deceitfully from the sharecroppers. They found huge evidence against the big planters. They all agreed to make refunds to the peasants. Gandhi ji demanded 50% but the representative of the landlord offered to return to the extent of 25% which Gandhi ji accepted to break the deadlock.

This settlement was adopted unanimously by the commission. To Gandhi ji the amount was less important. More important was, the landlords had been obliged to surrender part of the money and with it part of indigo – their prestige. The British planters who had been behaving as lords above law for a long time, had to abandon their estates within a few years which reverted to the farmers. Indigo sharecropping disappeared. Now the farmers saw that they had rights and defenders. They learned courage.

4. Write a brief note on the sharecropping system in Champaran.

Ans. There were big indigo estates in the district of Champaran. All these belonged to the British planters. The peasants working on these estates were all Indians. By an ancient long – term contract, the planters had bound the farmers to a cruel system. Under this agreement, the peasants had to plant indigo on fifteen percent of the land. The entire product went as rent to the landlords. This system was irksome to the farmers but they were helpless. Then it was known that synthetic indigo had been developed by Germany. The British planters now found that producing natural indigo on their lands was not profitable. So they forced the farmers to give compensation for releasing them from the contract. It was grave injustice and the farmers opposed it. There was a long struggle under Gandhi ji’s leadership. The landlords agreed to return 25% of the compensation they had extracted illegally. Thus at last share – cropping system came to an end. By and by, the British planters left their estates. These lands now came back to the actual peasants.

5. Why was Gandhi summoned to appear in the court? How did civil disobedience triumph for the first time in India?

Ans. Gandhi had reached Motihari, the capital of Champaran, to study the problems of the sharecropper peasants. He was on his way to a neighbouring village, where a peasant was ill-treated. On the way, he was stopped by the police superintendent’s messenger and ordered to return to town. When he reached home, he was served with an official notice to quit

Champanan at once. Gandhi wrote on the receipt that he would disobey the order. So Gandhi received a summon to appear in the court the next day. Next morning the town of Motihari was black with peasants. Thousands of peasants demonstrated voluntarily outside the court. The prosecutor requested the judge to postpone the trial. Gandhi protested against the delay. He read out the statement pleading guilty. He asked the penalty. The judge announced that he would pronounce the sentence after a two-hour recess. He asked Gandhi to furnish bail for that period. Gandhi refused. The judge released him without bail. After the recess, the judge said that he would not deliver the judgment for several days. Meanwhile he allowed Gandhi to remain at liberty. Several days later Gandhi received a letter. The case against him had been dropped. Thus, civil disobedience had triumphed, for the first time in India.

6. What was the dispute between the Landlords and the Champaran peasants? What role did Gandhiji play in resolving the dispute successfully?

Ans. When the news of the synthetic indigo reached the peasants they were able to see through the manipulative game of the British landlords. Realizing that they had extorted compensation illegally and deceitfully, the peasants demanded their money back. The Landlords tried to silence the peasants with muscle power. It was at this point of time that Gandhiji arrived in Champaran. An in-depth study of the cases laid bare the blatant injustice of the Britishers. Gandhiji's through investigations, documentation and collection of evidence became a cause of concern for the authorities. Edwards Gait, the Lt. Governor of Bihar summoned Gandhiji and after four protracted interviews with him constituted a commission of inquiry comprising Landlords, Government officials and Gandhiji as the representative of the peasants. Gandhiji diligent collection of documents and evidence made them agree in principal to refund the money. The Landlords expected that Gandhiji would demand full repayment of the money which they had extorted from the share croppers, but Gandhiji asked for only 50% as the settlement. After some deliberation it was settled that the peasants would be refunded 25% of the money. Gandhiji accepted the settlement because he did not want a deadlock between the Landlords and the farmers. Taking it to be a victory of principal, he didn't attach much importance to the amount of money the peasants got. He gave more importance of the victory of principals. Thus the issue got resolved.

7. Why do you think Gandhi considered the Champaran episode to be a turning point in his life?

Ans. The Champaran episode began as an attempt to alleviate the distress of a large number of poor peasants. But it became a turning point in Gandhi's life. It built- up Gandhi's confidence that the British rulers could be made to bend and concede a popular demand. He declared that British could not order him in his own country. It was during this struggle in 1917 that he decided to urge the departure of the British. When he came to Chamaparan, he was appalled to see fear -stricken peasants and injustice of landlord system in Chamaparan. His readiness to go to jail for the sake of seeking justice instilled courage among ordinary people and motivated the lawyers for court arrest. He led civil disobedience by refusing to leave Champaran even after he got the official notice. Civil disobedience triumphed for the first time when the case for disregarding the official order against him was dropped. Britisher's agreement to pay 25 percent of the compensation made him and the peasants confident. It made the peasants realise that they had rights and defenders and he established that the authority of the British could be challenged. He taught the lawyers a lesson of self-reliance by dissuading them from seeking the assistance from an English man, Charles Andrew. Gandhi never contended himself with larger and political solutions. He also made endeavour to bring about cultural and social upliftment in the village.

8. How do we know that ordinary people too contributed to the freedom movement?

Ans. The author mentions several ordinary people who contributed to the freedom movement. Rajkumar Shukla was instrumental in arranging Gandhi's visit to Champaran. Professor Malakai, despite being a government servant, harboured Gandhi when he arrived at Muzzafarpur. When the news of Gandhi's advent spread through Muzzafarpur and Champaran,

Sharecroppers from Champaran began arriving on foot to see their champion. Their gathering in huge number at Motihari was the beginning of their freedom from the fear of the British. The lawyers also agreed to court arrest in case Gandhi went to Jail. Gandhi and the lawyers conducted a detailed inquiry into the grievances of the farmers. They prepared cases for about ten thousand peasants and collected relevant documents. Moreover, the masses volunteered to help in bringing cultural and social reforms in the village. The two young men, Mahadev Desai and Narihari Parikh and their views volunteered to work. Several people came from Bombay, Poona and other distant parts of the land. Devadas, Gandhi's youngest son arrived from the ashram. Kasturbai taught ashram rules on personal cleanliness and community sanitation.

9. Justify the appropriateness of the title "Indigo" to this extract.

Ans. The title 'Indigo' focuses our attention on the central issue of the chapter –exploitation of indigo sharecroppers at the hands of cruel British planters. Britishers compelled them through a long term agreement to plant indigo on 15 percent of their land and surrender the entire harvest as rent.

After the development of synthetic indigo by Germany, The British planters extracted money from the peasants as compensation from being released from the 15 percent agreement. The peasants who wanted their money back filed civil suits. Rajkumar Shukla persuaded Gandhi to take up the case of Indigo sharecroppers.

So indigo sharecropping exemplifies the injustice of the Britishers and Indians' submission to British authority. The exploitation of indigo sharecroppers led Gandhi to arrive in Champaran to alleviate their distress. Peasants not only got back the compensation but also became courageous and confident. They learnt the lesson of self-reliance.

The Champaran movement that centred on indigo sharecropping led to social and cultural upliftment of the peasants. Their education, health and hygiene received due attention. Thus the title 'Indigo' is highly suggestive and appropriate.

10. How did Gandhi use Satyagrah and non-violence to achieve his goal?

Ans. Non-violence and Satyagrah were the weapons used by Gandhi to secure justice for oppressed peasants of Champaran. He adopted legal, moral and democratic path of negotiation. Gandhi refused to leave Tirhut division in which Chamaparan district lay despite being told by the British official commissioner to do so. Later he defied the official order to leave Chamaparan for which he received summon to appear in the court. When the British authorities could not regulate the unmanageable crowd at Motihari, he pacified the crowd in polite and friendly way. Thus he gave concrete proof of the power of Satyagraha and non-violence.

In the court he clarified that he did not want to set a bad example as a law breaker but intended to render humanitarian and national service. His convincing argumentation baffled the magistrate who released him without the bail. Later he fought the case of the peasants peacefully by collecting evidences and the documents pertaining to the case. When the Britishers agreed to pay the compensation he peacefully negotiated with the landlords and accepted 25 percent of the amount due. So the peasants got a partial refund of the compensation with the use of Satyagraha and nonviolence.

LESSON – 6

POET AND PANCAKES

About the author

Asokamitran (1931), a Tamil writer, recounts his years at Gemini Studios in his book *My Years with Boss* which talks of the influence of movies on every aspect of life in India. The Gemini Studios, located in Chennai, was set up in 1940. It was one of the most influential film producing organisations of India in the early days of Indian film-making. Its founder was S.S. Vasan. The duty of Asokamitran in Gemini Studios was to cut out newspaper clippings on a wide variety of subjects and store them in files. Many of these had to be written out by hand. Although he performed an insignificant function he was the most well-informed of all the members of the Gemini family. The following is an excerpt from his book *My Years with Boss*.



INTRODUCTION

Gemini Studios of Madras (Chennai) and its founder, S.S. Vasan lent substance and quality to the a fragile and unpredictable movie business. *Poet and Pancakes*, an excerpt from the book *My Years with Boss* brings to life, the leading members, their talents and roles, their frustrations and ambitions. It gives a panoramic view of the impact and affiliations of those parts of Gemini Studios with regard to Independent India in its infancy, communism and its counter productive anti-communism.

THEME OF THE LESSON

The theme of the prose is basically set around personalities and events that used to take place in Gemini Studios where the author used to work when Indian Cinema was still an infant as an industry. The author also talks about the new India immediately after Independence and also makes generalized comments about the country. Asokamitran talks about the make-up department, the office boy, Kothamangalam Subbu and the legal adviser and his deeds. He also makes comments about Communism that was prevalent in India during those days.

TITLE OF THE LESSON

The title ‘*Poet and Pancakes*’ is both interesting and amusing. It arouses the curiosity of the reader because there seems to be no connection between the two words poets and pancakes. But as the reader reads the lessons, he discovers that there is a subtle and humorous link between the two words. The two words joined together in a humourous way indicate that the content of the lesson are going to be humourous. By describing the **follies (the trait of acting stupidly)** and **distinctive (typical)** and peculiar personalities of the characters to an individual, the writer justifies the title.

Gist of the lesson

- The Gemini studio was located in Madras (Chennai)
- The writer recounts his years in the company
- The make-up department was in the upstairs of a building that was believed to have been Robert Clive’s stables.
- Pancake was the brand name of the make-up material used by the artists in Gemini studios.
- The make-up room had the look of a hair-cutting salon with incandescent lights at all angles around half a dozen large mirrors, writer speaks about the ‘fiery misery’ of those subjected to make-up.
- There was a great deal of ‘national integration’ in the department and a strict hierarchy was maintained there.

- The players who played the crowd were the responsibility of the 'office boy' in his early forties, a frustrated person, who turned all his anger towards Kothamanagalam Subbu.
- The author's job was to cut out newspaper clippings and store them in files.
- Most people including the 'boy' thought author was doing 'next to nothing'.
- S.S. Vasan (editor of Tamil weekly AnanadaVikatan') was the owner of the studios. Subbu was No.2.
- Subbu-a Brahmin, had the ability to look cheerful at all times, could be 'inspired when commanded', was tailor -made for films, had a separate identity as a poet and actor, had genuine love for others, was charitable, always seen with The Boss, attached to Story Department.
- Story Department-assembly of poets and writers, wore khadi
- A lawyer(legal adviser) -referred to as 'the opposite'-caused the end of a brief and brilliant career of a talented actress, looked 'alone and helpless', man of cold logic in a crowd of dreamers, close to the Boss, wore pants, coat and a tie, attached to Story Department, lost his job when the Story Department was closed down.
- Gemini studios -favorite haunt of poets, excellent mess which supplied good coffee, Congress rule meant prohibition, almost everyone radiated leisure, wore Khadi and worshipped Gandhi, averse to Communism.
- Visit of MRA (a kind of counter movement to international Communism) in 1952-presented two plays 'The Forgotten Factor' and 'Jotham Valley' in a professional manner, impressed Madras and Tamil drama community
- Another visitor-a poet from England, tall man, very English, addressed 'a more dazed and silent audience', visit remained an unexplained mystery, staff did not know whether he was a poet or an editor
- Author's conviction about prose-writers-'prose writing is for the patient, persistent, persevering drudge', short story contest by a British periodical 'The Encounter'-found in the British Council Library almost 'untouched by readers', discovered Stephen Spender was the editor
- Author bought 'The God That Failed' years later-six essays describing the disillusionment of significant characters with Communism, Stephen Spender one among them, author suddenly realized the relevance of his visit to Gemini studios.

BRIEF INTRODUCTION OF GEMINI STUDIOS (CHARACTERS AND PLACE)

Gemini Studios: Gemini Studios was one of India's pioneer movie factories. Situated in the present day Chennai, owned by S.S. Vaasan and worked by over 600 staff, the GS made movies for Tamilnadu and other southern Indian states. Pancake was the makeup material used by the GS.

The Office Boy: Office Boy was a grown up man in the Makeup Department of the GS. He was in charge of the crowd make-up. He applied pancake on their faces with the help of a dipped paint brush. Though his job was quite an easy one, the office boy considered himself to be a greatly skilled artist.

Asokamitran: Asokamitran was one of the staff whose job was to collect information such as news events from newspapers and magazines and to paste them in files. The other staff considered his job out of place and most of them thought so high of themselves. Here are some of the interesting staffs of GS.

Kothamangalam Subbu: Kothamangalam Subbu was another clerk. He was not as educated, as fortunate and as supported by as the Office Boy, yet he reached the top of the GS. He was a man of amazing genius. He was able to direct the directors. He suggested dozens of ways to shoot a certain scene when the director failed to find one. He acted better than the heroes. He wrote incredible poems. Though he was able to write more complicated ones that could raise him to the status of a great poet, Subbu preferred writing them in simple Tamil to enlighten the majority of Tamil people. The world of his time and later never recognized Subbu as a poet yet he was a great unknown poet. Besides, he supported his far and near relatives. But he had only enemies everywhere because he was very much close to the boss, Vaasan.

Legal Advisor: The legal advisor worked in the Story Department. He was a lawyer and provided legal advices to the writers yet he was known as the illegal advisor. The following incident is one reason that gave him that name. Once a shooting was under progress. The heroine, a highly emotional girl, got angry with the director and producer. While the whole set stood stunned at this, the legal advisor recorded her voice without her permission and made her listen to the playback, thus resulting the end of a rising actress.

Poets and writers: Gemini Studios had some great poets like Harindranath Chatopadhyaya and a few others. Most of the insignificant poets considered so great of themselves. They had no great talent, no great creativity, no political views yet they assumed the airs of the greatest poets, wasting Vaasan’s money and time. They believed Gandhiji to be the last word of politics and had developed an aversion to Communism.

Communism and MRA: Communism was a new political order that was spreading throughout the world, especially in Asian countries. Communism preached equality of people and abolition of poverty and class divisions while it discouraged private ownership. But Communism won a negative impression due to the Capitalistic countries such as America. MRA (Moral Rearmament Army) was an international team of actors and actresses that spread anti Communist feelings throughout the world. The MRA came to Chennai and saw how influential was Gemini Studios in the south of India. The team got permission from Vaasan to stage their plays. Vaasan was only happy to give them permission because he hoped that his staff would get inspiration from the international team. But little did Vaasan know of their intentions. MRA staged their plays with hidden anti-communist messages and went away and it was yet after some time that Vaasan realized that he had been fooled.

Stephen Spender: Anyway, Stephen Spender, who was once a prominent communist editor and poet from England, came to the studio and gave his speech. His lecture was about Communism on one side and about his struggle to establish as a poet on the other. Whatever he spoke was great, exciting and inspiring but no use because his accent was so terrible that none of the Gemini staff could clearly understand what Spender had spoken. They fell into shame for not being able to understand the poet and wished not to meet him again.

Asokamitran’s meeting with Spender: The lesson ends with two incidents in which Asokamitran, our author, met Spender; not face to face, but in two different ways. While attempting to send his short story to England to participate in a contest, Asokamitran happened to read The Encounter, a magazine that had Stephen Spender as its editor. On another occasion he happened to read the book, the God that Failed, an article by Spender.

Answer the following questions in 30 – 40 Words.

1. How does the writer describe the make-up room of Gemini Studios?

Ans. The make-up room of Gemini Studios looked like a hair cutting salon. It had around half a dozen mirrors with incandescent lights at all angles around them. The artists would feel the heat emanating from these lights. Thus, the writer uses the term ‘fiery misery’ to denote the uncomfortable situation of those subjected to make-up.

2. What was the great deal of national integration that was prevalent in makeup department?

Ans. The make-up division of the GeminiStudios was an example of national integration. According to theauthor, this is so because people from different regions and religiousgroups worked together in the same department. The department washeaded by a Bengali who was Succeeded by a Maharashtrian. Theother helpers included a Dharwar Kannadiga, an Andhra, a MadrasIndian Christian, an Anglo-Burmese and the local Tamils.

3. Who was ‘office boy’ and why was he disappointed with his job?

Ans. The ‘office boy’ was enrolled in the make-up department for the makeup of the people who formed part of crowd in the films. He used to mix his paint in a giant vessel and Slapped

the paint on the faces of the players. He had joined the Gemini Studios years ago, aspiring to become an actor, or a scriptwriter, or a director, or a lyricist. He was disappointed with the studio that failed to recognise his talent.

4. What was the common perception of the staff for the author?

Ans. The job of the author was to cut newspaper clippings and file them. For the other employees, all he seemed to be doing is tearing newspapers, which according to them did not qualify as work.

5. Why was the office boy frustrated? Who did he show his anger on?

Ans. The office boy had joined the studio years ago in the hope of becoming an actor or a screenwriter, or a director, or a lyricist. The fact that he ended up becoming none of these left him frustrated. He used to direct his anger at the author even though it was meant for Kothamangalam Subbu.

6. How was the legal adviser different from the others in Story department?

Ans. The legal advisor was a part of the story department at the Gemini studios. He wore pants and a tie and sometimes a coat whereas everyone else in the Story Department wore similar khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt. Thus, the lawyer stood out from others at Gemini Studios as if he is a dispassionate man who did not take sides. Moreover, he was a logical man with no emotional attachment whatsoever.

7. What do we perceive of the political affiliations of people at Gemini Studios?

Ans. The people at Gemini Studios did not have any particular political affiliations. The common political notions of the day managed to influence them but that was limited to wearing khadi and admiring the Gandhian philosophy. They were averse to the term 'Communism' but had only an erroneous understanding of the concept.

8. Why was the Moral Reform Association a welcome change at the Gemini Studios?

Ans. Frank Buchman's Moral Re-Armament (MRA) was welcomed at the studio mainly because of their political association. The people at the Gemini Studios were averse to Communism, and hence, were ready to play host to the MRA. Apart from that, the studio people hardly had any occupation and suffered from boredom. The MRA came as a welcome change to their monotonous days at the studio. Madras and Tamil drama community included scenes of 'sunset and sunrise in the manner of Jotham Valley' in almost all of their plays. This shows how the plays, staged by MRA, influenced Gemini Studios.

9. Why is the Englishman's visit referred to as unexplained mystery?

Ans. The Englishman's visit to the Gemini Studios is referred to as an unexplained mystery because no one could decipher his identity, whether he was a poet or an editor. Besides, when he spoke, no one at the studio understood what he intended to say as his accent was beyond their comprehension.

10. What does The God that Failed refer to?

Ans. The God That Failed was a compilation of six essays written by six eminent writers, namely, Andre Gide, Richard Wright, Ignazio Silone, Arthur Koestler, Louis Fischer and Stephen Spender. In each of the essays, the respective writers described "their journeys into Communism and their disillusioned return".

11. What does the writer mean by 'the fiery misery' of those subjected to make-up'?

Ans. The make-up room of Gemini Studios looked like a hair cutting salon. It had around half a dozen mirrors with incandescent lights at all angles around them. The artists would feel the heat emanating from these lights. Thus, the writer uses the term 'fiery misery' to denote the uncomfortable situation of those subjected to make-up.

12.What is the example of national integration that the author refers to?

Ans. The make-up division of the Gemini Studios was an example of national integration. According to the author, this is so because people from different regions and religious groups worked together in the same department. The department was headed by a Bengali who was succeeded by a Maharashtrian. The other helpers included a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the local Tamils.

13.Why was the office boy frustrated? Who did he show his anger on?

Ans. The office boy had joined the studio years ago in the hope of becoming an actor or a screenwriter, or a director, or a lyricist. The fact that he ended up becoming none of these left him frustrated. According to him, "great literary talent was being allowed to go waste in a department fit only for barbers and perverts". He used to direct his anger at the author even though it was meant for Kothamangalam Subbu.

14. Subbu is described as a many-sided genius. List four of his special abilities.

Ans. Subbu was a multi-disciplinarian. He could provide solutions to problems and remain cheerful all the time. He was an actor, a poet and a novelist.

15. Did the people at Gemini Studios have any particular political affiliations?

Ans. The people at Gemini Studios did not have any particular political affiliations. The common political notions of the day managed to influence them but that was limited to wearing Khadi and admiring the Gandhian philosophy. They were averse to the term 'Communism' but had only an erroneous understanding of the concept.

16. Why was the Moral Re-Armament army welcomed at the studio?

Ans. Frank Buchman's Moral Re-Armament army was welcomed at the studio mainly because of their political association. The people at the Gemini Studios were averse to Communism, and hence, were ready to play host to the MRA. Apart from that, the studio people hardly had any occupation and suffered from boredom. The MRA came as a welcome change to their monotonous days at the studio.

Answer the following questions in 50 to 120 Words.

1.How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?

Ans. The audience at the Gemini studios was not knowledgeable enough to understand the thrills and travails of an English poet, of which the visitor poet-editor talked about, in his speech. The studio made films for simple people whose limited resources did not provide them with an opportunity to develop a taste in English poetry. The audience failed to understand anything the poet said, all the more, because of the latter's accent. The poet-editor, in turn, looked baffled realizing the utter inappropriateness of his speech being directed to such an audience.

2. What do you understand about the author's literary inclinations from the account?

Ans. Though the author had a very tedious and unchallenging job at the studios, his interest in literature and writing is apparent in his willingness to participate in the short story contest organized by the British periodical, 'The Encounter'. Moreover, the author appears to be a keen reader visiting libraries and buying books on wide-ranging topics whenever he could afford them. The narrative also establishes the fact that the author was one of the most knowledgeable persons in Gemini Studios. His idea about how prose writing was not meant for geniuses but for those with patience and perseverance, highlights his deep thoughts on literature and creative writing.

LESSON – 7

THE INTERVIEW

About the author

Christopher Silvester (1959) was a student of history at Peterhouse, Cambridge. He was a reporter for Private Eye for ten years and has written features for Vanity Fair. Following is an excerpt taken from his introduction to the Penguin Book of Interviews, An Anthology from 1859 to the Present Day



INTRODUCTION

The Interview by Christopher Silvester is an excerpt taken from his Penguin Book of interviews. In this, he talks about various opinions of the celebrities regarding an interview; its functions, methods and merits. It also consists of an excerpt from an interview with the famous writer Umberto Eco.

Celebrity

V.S . Naipaul:

Lewis Carroll :

Rudyard Kipling:

HG Wells :

Saul Bellow :

Denis Brian :

Opinion about Interview

People are wounded by interviews and lose a part of themselves

Horror of being lionised

It is immoral, crime, an offence against a person, an assault, merits, punishment, cowardly and vile

Ordeal

Thumbprints on his windpipe

Our most vivid impressions of our contemporaries are formed through interviews

Mukundn Padmanabhan: From the introduction interviews Umberto Eco.

Umberto Eco : Versatile genius- Professor at the University of Bologna,

GIST OF THE LESSON

Part – I

- Interview has become a commonplace of journalism. Opinions on the functions, methods and merits of Interview vary considerably.
- Some claim it to be the highest form, a source of truth and in its practice, an art.
- Some despise the interview as an unwarranted intrusion into lives, which diminishes their personality.
- S. Naipaul feels that ‘some people are wounded by interviews and lose a part of themselves.’
- Lewis Carroll never consented to be interviewed for he believed it to be ‘a just horror of the interviewer’. Rudyard Kipling considered it ‘immoral, a crime, an assault that merits punishment’.
- H. G. Wells referred interviewing to be an ‘ordeal’,
- Saul Bellow describes it ‘like thumbprints on his windpipe’.
- Despite the drawbacks interview is a supremely serviceable medium of communication. The most vivid impression of our contemporaries are the interviews

Part – II

- An extract from an interview of Umberto Eco interviewed by Mukund Padmanabhan.
- Umberto Eco was a professor with a formidable reputation as a scholar for his ideas on Semiotics, literary interpretation and medieval aesthetics before he turned into writing literary fiction. He attained intellectual superstardom with his publication ‘The Name of the Rose’.
- In the interview Eco shares his idea of empty spaces in our lives just as they exist in an atom, which he calls ‘Interstices’. He says that he makes use of these empty spaces to work.

- Eco's essays were scholarly and narrative. He likes to be identified more as a university professor who writes novels.
- Eco's 'The Name of the Rose', a serious novel, which delves into metaphysics, theology and medieval history, enjoyed a mass audience. It deals with medieval past. He feels that the novel wouldn't have been so well received, had it been written ten years earlier or later

BRIEF INTRODUCTION

'The Interview' written by Christopher Sylvester throws light on various aspects of interview in the field of journalism. Interview that was invented over 130 years, have become a commonplace journalism. However, opinions of interview- of its functions, methods and merits vary considerably. Part II is an extract from an interview of Umberto Eco, author of the popular novel, 'Name of the Rose' by Mukund Padmanabhan from 'The Hindu'. This interview helps us to know many aspects of his writing style and ideas. Though he gives the impression of doing many things at a time, he says, he is doing the same thing, pursuing his philosophical interests through his writings and his novels. Through his modest answers, he tells the secret of his success. He utilizes the 'Interstices' - empty spaces to his advantage.

THEME OF THE LESSON

The chapter is the reflection on the commendable and condemnatory aspects in interviews. A part from being a record of varied views on this genre, the chapter contains also an excerpt from an interview with a scholarly celebrity.

MESSAGE OF THE LESSON

The chapter tells us that an interview can make a lasting impression. Moreover, as per an old saying, when we make perceptions about a particular person, the original identity of their soul is taken away. We learn how the most popular celebrities have criticized interviews.

Answer the following questions in 10 to 15 words.

1. What are some of the positive views on interviews?

Ans. Interview, in the 130 years of its existence, has become an inherent part of journalism. It is a useful means of communication that is, at times, considered to be an art, serving as a source of truth. Denis Brian has stated that in today's world we get to know "our contemporaries" through their interviews.

2. Why do most celebrity writers despise being interviewed?

Ans. Celebrity writers believe that interviews unduly interfere in their private lives. They regard themselves as victims of interviews. They claim that the interview in some way 'diminishes' them, just like some ancient cultures believed that a portrait of a person takes away his soul. Certain celebrities like V.S Naipaul have claimed that interviews leave them wounded, while others like Rudyard Kipling have referred to it as a crime and an immoral act.

3. What is the belief in some primitive cultures about being photographed?

Ans. Some primitive cultures believed that getting oneself photographed would rob them of their souls.

4. What do you understand by the expression "thumbprints on his windpipe"?

Ans. "Thumbprints on his windpipe" means to choke or suffocate somebody by applying pressure on his throat. Saul Bellow uses this expression to refer to the pressure and discomfort felt by a celebrity while giving an interview.

5. Who, in today's world, is our chief source of information about personalities?

Ans. Interviews help us know our contemporaries and their opinions. They serve as a means of communication between the celebrities and the audience. In this case, the interviewer is endowed with a very special power and he becomes our chief source of information about personalities.

6. Do you think Umberto Eco likes being interviewed? Give reasons for your opinion.

Ans. Yes, Umberto Eco, in all possibilities likes being interviewed. He readily answers every question asked by Mukund Padmanabhan in an energetic and lively manner. He does not seem apprehensive about sharing his secrets, experiences and opinions with the interviewer, and consequently, the world. There is no indication throughout the interview that he dislikes being interviewed.

7. How does Eco find the time to write so much?

Ans. Whenever Eco has a few moments to spare in between two different tasks, instead of wasting them, he uses the time to write. Eco explains that just like the universe has empty spaces, our lives too, have a lot of empty spaces or 'interstices', as he calls them. He even gives an example of his working technique. He says that while waiting for someone to come up the elevator he keeps himself busy.

8. What was distinctive about Eco's academic writing style?

Ans. Eco's writing style is strikingly different from that of the standard academic mode. The academicians first make a thorough research, then move on to prove their hypotheses, and finally, give their conclusion on that subject. The final outcome, therefore, comes out as tedious. Eco, on the other hand, tells the story of his research, including his "trials and errors". While the scholars usually use a very depersonalised and dull manner, Eco's style is personalised and playful, and in the form of a narrative.

Answer the following questions in 100 words.

1. Do you think Umberto Eco likes being interviewed?

Ans. Yes, I think Umberto Eco likes being interviewed. Following are the reasons for my opinion:

- (i) I infer from the way Umberto Eco replied the questions put by MukundPadmanabhan that he likesbeinginterviewed.
- (ii) Eco seems to be in a relaxed mood and at ease throughout the interaction.
- (iii) Eco replies questions with patience. He never seems to be in a hurry.
- (iv) He shows his sense of humour when he says while waiting for Mukund's elevator to come up from the first to the third floor, he has already written an article.
- (v) His statement, "I am a professor who writes novels on Sunday's shows that Eco likes being interviewed.

2. How does Eco find the time to write so much?

Ans. Eco finds the time to write so much in the following way.

- (i) Umberto Eco himself says that he is a professor who writes novels on Sunday. Thus he utilises his holidays for writing work.
- (ii) He also points out that he started writing novels by accident He had nothing to do one day and so he started. Novels probably satisfied nothing to do one day and so he started. Novels probably satisfied his taste for narration. He writes from his heart. Writing being his passion he finds time anyhow or other to satisfy his passion.
- (iii) Eco himself explains how he gets time for writing we have a lot of empty spaces in our lives Eco calls these empty spaces. He says to his interviewer, Mukund, "While waiting for your elevator to come up from the first to the third floor, I have already written an article" Thus he works in empty spaces and finds time to write so much. These moments between one action and the other actions provides him time for writing.

LESSON – 8

GOING PLACES

About the author

A. R. Barton is a modern writer, who lives in Zurich and writes in English. In the story *Going Places*, Barton explores the theme of adolescent fantasising and hero worship.

Characters and Places

- Sophie** :A school going teenager
- Jansie** :A friend and classmate of Sophie
- Geoff** : An elder brother of Sophie
- Derek** : A younger brother of Sophie
- Danny Casey**: A young Irish football player
- Tom Finney** : A great football player
- United** : Name of the football team
- Father & mother of Sophie**



INTRODUCTION

The story revolves around a teenage girl Sophie, her family and friends. She is a daydreamer, who is always lost in her dreams of becoming rich and sophisticated though in reality she belongs to a worker family. The story suddenly twists up when Sophie makes a wild imagination of meeting Danny Casey, a famous footballer. She also makes a story in front of her brother that Casey will come to meet her on a fixed day as per a promise he made to her.

TITLE OF THE LESSON

'Going Places' is an idiomatic expression meaning 'to take a step for one's career'. The lesson is about Sophie's wish and fantasy to come out of her drudgery of belonging to the lower strata of society to a higher one. Unfortunately, the protagonist, Sophie goes 'places' in her fantasies to fulfill her dream but failed.

BACKGROUND

The whole story is about unrealistic dreams and how we love to indulge in them knowing all the while that they have little possibility of coming true. But some, like Sophie, gets too much involved in them and actually act on them. This is when disappointment makes its entrance into life. The story seems to hint at us that it is okay to dream, but dream with limits. This is the actual reality and do not believe too much in movies and novels where the characters miraculously overcome their challenges. This is an unrealistic way of looking at things, but sadly it is the true reality. Unless we are impossibly ambitious, hardworking, and have loads of patience and perseverance, such dreams are best to be kept under lock unless we like the taste of bitter disappointment.

GIST OF THE LESSON

- Sophie dreams to have her own boutique that will be the best in the city. She wishes to buy it as soon as she gets money. She also says that she can become an actress if she gets to run a boutique on the side. Since she has no experience and no money to make her wish come true, it can be called a dream and not a plan.
- Jansie is practical and knows that both, she and Sophie are destined to work at the biscuit factory. She advises Sophie to be sensible as she does not have the money or experience to own a boutique. Jansie is very well aware of her financial background.
- Sophie and Jansie are extremely different. Sophie is an escapist and dreams big. She wishes for things that are far away from her reach. Jansie is practical and knows her stature. She is aware of her situation and that money and experience can take one a long way.

- Casey is a young Irish football player who plays for United. He was skilled enough to dodge the defenders easily and score goals. Sophie's father admired him even though he was majorly into the old heroes. He also had 3 colored photos of Casey on his bedroom wall.
- Sophie's dreams and disappointments are all in her head. She worships heroes and imagines meeting Casey. She turns out to be sad because of her fantasies. They are far from reality.
- The story uses a lot of metaphorical expressions.
- Sophie never really met Danny Casey. She had only seen him from a distance that too, during the football matches.
- The title 'Going Places' is suitable as the protagonist, Sophie, is a daydreamer and goes to places solely in her mind. She practically started believing that Casey was a part of her life, even though it was all her imagination. The unknown always fascinated her, the reason why she was attracted towards her elder brother's life.

Answer the following questions in 30 – 40 words.

1. Where was it most likely that the two girls would find work after school?

Ans. They were most likely to find work in a biscuit factory. They had already been earmarked for it. It was also possible that they could get work in some shop.

2. What were the options that Sophie was dreaming of? Why does Jansie discourage her from having such dreams?

Ans. She was dreaming to buy a boutique. She also dreamt to be an actress or a fashion designer. She dreamt that she could be a manager to begin with. But Jansie had her feet on the ground. She knew Sophie belonged to a poor family and all her plans were nothing but imaginary dreams.

3. Why did Sophie wriggle when Geoff told her father that she had met Danny Casey?

Ans. Sophie had great fear of her father. She knew he didn't like her mixing with outsiders. When Geoff told about her meeting with Danny, the father became very angry. He looked at Sophie in disdain. It was her fear that made Sophie wriggle.

4. Does Geoff believe that Sophie says about her meeting with Danny Casey?

Ans. Geoff doesn't believe what Sophie says. When Sophie tells about the meeting, he at once says, "It's never true". When Sophie insists that she has met him, he asks her, "All right, What does he look like?" These words clearly show that Geoff very much doubts what Sophie says.

5. How does Sophie's father react when he learns of Sophie's meeting with Danny Casey? Does he believe her story?

Ans. The father is very angry to learn that Sophie has met Danny. He doesn't believe it to be true? But he expresses his displeasure by looking at her in disdain. Later he says, "This is another of your wild stories".

6. How does the father react when Sophie says that Danny Casey is going to buy a shop?

Ans. The father doesn't believe a word of what Sophie says about Danny. When she says that Danny is going to buy a shop, the father says, "This is another of your wild stories." He further adds, "One of these days you are going to take yourself into a load of trouble."

7. What secret does Sophie tell her brother about her meeting with Danny Casey in the arcade?

Ans. Sophie tells her brother that she had asked for an autograph from Danny Casey. But neither of them had any paper or a pen. So they just talked a bit. And just as he was leaving, he offered to meet her the coming week.

8. How does Sophie include her brother Geoff in her fantasy of her future?

Ans. Sophie is an ambitious and outgoing girl. In her fantasy, she imagines herself riding behind his brother on his bike. He is wearing new shining leathers. She is wearing a yellow

dress. Her cape is flying out behind. She even imagines people rising to greet them and applauding.

9. Why didn't Sophie want Jansie to know about her story with Danny?

Ans. Sophie feared that if Jansie knew the story, she would tell the whole neighbourhood. Then thousands of people would flock to her house. They would ask what the thing was all about. And when her father saw all this, he would be very angry. He could even murder her, she thought.

10. Sophie and Jansie were classmates and friends. What were the differences between them that show up in the story?

Ans. Jansie was a down-to-earth girl. She had no false dreams. She knew her limitations and those of Sophie also. But Sophie was an ambitious girl. She lived in a world of dreams. She had plans that could never come true.

Answer the following questions in 100 words.

1. Sophie has her own dreams and disappointments, but they are all her creations- the creations of her own mind. Justify the statement.

Ans. Sophie is a school going girl. She belongs to a poor family. But she is highly ambitious. She always lives in the dream world. She talks with Jansie about her dream world who forbids her against such false dreams. She has created a world of her own which has no relation with the harsh realities of life. She dreams to have the finest boutique in the city. She thinks of becoming an actress and run the boutique as a side business. She wishes to become a manager. She even thinks to become a fashion designer. Although she has no source of money yet she dreams of big and beautiful things.

Sophie develops a romantic fascination for Danny Casey, a young Irish football player and the hero of her dreams. Her father calls it another of her "wild stories". Even Geoff does not believe her. She is an incurable dreamer. She always thinks about Danny. She sits alone and waits for his arrival. She becomes sad when he does not come. Her dreams shatters. These dreams and disappointments are all the creations of her mind.

2. Compare and contrast Sophie and Jansie highlighting their temperament and aspirations.

Ans. Sophie and Jansie are class-fellows and friends. They belong to lower middle class families. But they are poles apart in their character and temperament. Jansie knows and believes in the harsh realities of life. She is sensible and worldly wise. She lives and wants to live and work as per her standard and status. She is satisfied and happy with what she has. But on the other hand Sophie is totally blind to the harsh realities of life. She is a day and night dreamer. She desires what is beyond her reach.

She dreams of big and beautiful things. She wants to become a manager, fashion designer and an actress. She wants to have a boutique. She wants to marry Irish football player Danny Casey. She is a hero-worshipper. She develops a fascination for him. She is an incurable dreamer and escapist. She shares her secret only with her elder brother. At last she becomes sad and helpless but she doesn't become wiser. She remains a romantic dreamer. Jansie is practical and realist. She has no such unrealistic dreams.

3. Who was Danny Casey? How was he adored by the family of Sophie, and especially by Sophie and her father?

Ans. Danny Casey was an Irish Prodigy. He was a wonder boy of football. He had won the hearts of his countless fans. He played for United. Sophie's family was obsessed with the Irish genius. Sophie's father compared young Danny Casey to another great football player Tom Finney. He wished that Casey might be that good someday. Geoff considered him the best and hoped that Casey would prove even a better player than Tom Finney. His father thought that he was too young for the First Team.

Sophie adored Danny Casey. She had a romantic fascination for the Irish Prodigy. Her young heart throbbed for her hero. She imagined Casey coming to her. She would sit under an elm

tree, waiting for Casey and dreaming of him. She realized that he would not come. This made her sad and dejected. Sophie became a victim of her own dreams and disappointments.

4. "It's natural for teenagers to have unrealistic dreams." On the basis of your reading comment on the advantages and disadvantages of such fantasizing.

Ans. Our dreams are an integral part of our lives. Devoid of dreams, life will become dull, drab morbid. It's our dreams which remain our motivating force and make us strive for a better life. Teenage is that phase in one's life when one is preparing oneself to face the challenges of life. Teenagers are still not acquainted with harsh realities of life and get enchanted and allured with what life has to offer. Much of their dream world is influenced by movies and media where the Cinderella Syndrome forms the basis of their creation. The teenagers see the ordinary simple people like them, making it big as rock stars in just a span of three hours. Their dreams draw them into this glamorous world. They idolize their heroes and think that achieving high in life is not a distant dream. They start nurturing unrealistic dreams like Sophie in the story. No doubt it is important for us to dream high. If one doesn't one can never be successful in life. However, dreaming the unachievable can be damaging to the personality. We hear many cases of youngsters getting into depressions, developing suicidal tendencies. Sometimes they even commit suicide, which is the outcome of unrealistic goals and unrealized dreams. Dreams are certainly a part of life but if not dealt with adequately, they may prove to be extremely harmful.

5. Justify the title of the story, 'Going Places.'

Ans. This is an exotic journey into the dream world and thus is aptly titled. It's only in dreams that we can travel to the remotest parts in the world, dine with a celebrity or be on the top of the world. Most of us can go to places only in the world of our dreams. The reality however is contrary to this and confines us to the four walls of a room. Sophie who lives in the world of her dreams, finds her reality quite suffocating. She belongs to a lower middleclass family but imagines herself to be the owner of the best boutique in town. She sometimes sees herself as the manager of some store and even as a fashion designer. It's in her dreams that she visits the Royce and meets Danny Casey, the sensational sports star. She even fixes up a date with him in her imagination and actually travels to the place and waits for him to show up. Sophie is seen to be moving from one dream to another in her mind. When the harsh reality stares at her face, she refuses to let it defeat her. She continues to dream. The title 'Going Places' thus suits the character and the story.

Das is writing – the mother’s unexpected pain and the poet’s worry about her mother’s frail health, old age and perhaps, inevitable death. The title prepares us for the frail old mother and her daughter’s concern for her.

CENTRAL IDEA

Aging is an important phase of human life. A person enters his childhood, experiences youth when he is full of energy and dreams to have luxury of life. Finally, he approaches his old age and encounters death. Relationship between people becomes stronger at every aspect of life and they can’t bear separation due to aging.

In this poem, the poet relates a personal experience. She brings out a common paradox of human relationships and portrays a sensational separation of a mother and a daughter. She has been able to capture almost all the emotions which a daughter is filled with, on bidding farewell to her beloved mother. Sometimes we do feel deep sympathy for someone but we fail to express it in a proper manner.

Answer the following questions in 30 to 40 words.

1. How does the poet describe her mother in the poem?

Ans. The poet describes her mother as an old lady who has become pale, weak and worn out. She often dozes and remains unconscious about herself like a dead body.

2. Why does the poet look outside? What activities does the poet see outside the car window?

Ans. The poet feels very sad thinking that her mother is nearing death. This painful thought makes her worried and anxious. So in order to divert her attention from her mother, she looks outside. The poet sees young trees running past them. She also sees little children coming out of their homes in a merry mood. She sees life and vitality in the outside world.

3. Why are the young trees described as ‘sprinting’?

Ans. The young trees are described as ‘sprinting’ as the movement of the racing car makes the trees appear as if they are running along.

4. Why is the mother compared to the late winter’s moon?

Ans. The mother is compared to the late winter’s moon because like the moon of winter season, the poet’s mother also looks pale, dull and grayish.

5. What childhood fears do you think; the poet is referring to in the poem?

Ans. The poet feels uneasy and unprotected with the thought of losing her mother. She does not expect to see her mother again on her return. So she shows a childish unwillingness to leave her mother.

6. Why has the poet brought in the image of the merry children ‘spilling out of their homes’?

Ans. The poet, Kamala Das, has used the image of merry children spilling out of their homes to bring a contrast between the old age and childhood. Her mother’s pale, colourless face stands for old and fading age. Merry children symbolise the spring of life, vigour and happiness. They also symbolize spontaneity of life in contrast to the passive and inactive life of her aged mother.

7. What does Kamala Das do after the security check up? What does she notice?

Ans. After the security check up, the poet stands a few yards away from her mother and gazes at her mother. She notices the declining age and finds her pale and worn out than ever before.

8. The poet compares her mother to many things. Pick out two similes which reinforce this comparison.

Ans. (a) The two similes are: “Her face ashen like that of a corpse.”
(b) “I looked again at her wan, pale as a late winter’s moon”

9. Cite an example of one device of contrast that the poet uses in the poem.

Ans. The device of contrast that the poet uses in the poem is old age of her mother and the young trees and children playing merrily. The poet compares youth, energy, vitality and jubilation of childhood.

10. What do the parting words of the poet and her smile signify?

Ans. The poet's parting words, 'see you soon, Amma' are expressive of the dilemma and confusion in her mind. They not only hide her anxiety and fear about her mother's rather frail health but reflect also a faint hope that the old woman would survive long enough for the two to meet again.

11. Why did the poet say "see you soon Amma"? What does the poet actually mean by "smile and smile and smile...."? What kind of smile is it?

Ans. The poet said, "See you soon Amma" in order to give her mother moral support and encouragement. She said so to give her mother hope that she would see her again. By "smile and smile and smile..." she means to make herself and her mother hopeful to see each other again. It is actually a painful smile. The poet tries to conceal the swelling emotions by smiling. By using this poetic device of repetition, the poet has made the poetic language rich by depicting many hidden emotions through "smile".

12. Discuss mother- daughter relationship as described in the poem.

Ans. Mother- daughter relationship as described in the poem is very sensitive and full of love, care and emotions. Mother has a deep emotional link to her children and does not want them to be away. In particular, when the mother reaches her old age, she becomes more concerned and worried about her children. Daughter also tends to bear a specific kind of emotional link to her mother. She tries to remain close to her mother and feels very bad and worried when separated from her. In this poem, the mother does not want her daughter to leave her; similarly, the daughter gives a mysterious and indefinable smile which is to show unwillingness and anxiety of leaving her mother.

13. "My Mother at sixty-six" is an emotional account of the poet about her old mother. Discuss.

Ans. "My Mother at sixty-six" is an emotional account of the poet about her old mother. She feels very sad and depressed on seeing her pale, weak and worn out. She tries her best to divert her thought but remains unsuccessful and this thought haunts her mind every now and then. Till the end of the poem, she feels very sad and disappointed about the declining age of her mother. She is unable to express her fears and emotions to her mother with the thought of disheartening her. She bids goodbye to her mother by just smiling in order to hide her hurt feelings and encourage her mother.

14. How does the poet's mother look like? What kind of images has the poet used to signify her ageing and decay?

Ans. The poet's mother is at sixty-six. She is sitting beside her. The mother is dozing as old people usually do during the journey. She keeps her mouth open. This is also a sign of old age. Her face looks pale and faded like ash. Actually, she is an image of decay and death. Her 'ashen' face looks like that of corpse.

15. Why does the poet feel her old familiar ache and what is her childhood fear?

Ans. The sight of her mother's corpse-like face arouses 'that old familiar ache' in her heart. Her childhood fear returns. The fear is that with ageing comes decay and death. Ageing and decay are inevitable. No one avoids them. Perhaps she herself may have to face all these things. This idea is quite painful and fearful to her.

16. Describe the contrast of the scene inside the car with the activities going on outside. Describe the use of images that poet employs to strike that contrast.

Ans. Inside the car sits an old mother beside the poet. She is sixty-six and ageing. Her 'ashen' face is pale and lifeless like a corpse. The world outside provides a stark contrast. The 'young'

trees seem to be running past or sprinting. The children are making merry. The 'ashen' and 'corpse-like' is contrasted with the 'young' trees 'sprinting' outside and the merry children coming out of their houses.

17. What were the poet's feeling at the airport? How did she hide them?

Ans. The poet experienced two opposite and contrasting feelings at the airport. The ashen and the pale face of her mother brought an image of decay and death. But she immediately hid her feelings. She composed herself and tried to look normal. She smiled continuously to assure her mother that they would meet again soon.

18. Describe the poetic devices used by Kamala Das in 'My Mother at Sixty-Six'.

Ans. Kamala Das ' My Mother at Sixty-Six' is rich in imaginary. The use of simile is very effective. Her face has been described as 'ashen'. The ashen face is 'like that of a corpse'. Again the 'wan, pale' face of a mother is compared to 'a late winter's moon'. The poem excels in contrasts

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POEM – 2

KEEPING QUIET

About the poet

Pablo Neruda (1904-1973) is the pen name of NeftaliRicardo Reyes Basoalto who was born in the town of Parral in Chile. Neruda’s poems are full of easily understood images which make them no less beautiful. He won the Nobel Prize for Literature in the year 1971. In this poem Neruda talks about the necessity of quiet introspection and creating a feeling of mutual understanding among human beings.



GIST OF THE POEM

- In this poem the poet wants to make the readers understand the importance of work and its effect.
- He requests us to keep quiet till he counts up to twelve for perfect introspection.
- He requests us not to use any physical and mental languages for a while as they will become a hurdle in keeping quiet.
- When there is no rush, no movement and no noise of engines, the threat of sudden strangeness will tie all of us together into an exotic moment
- This will bring relief to the fishermen in cold sea and the salt gatherers will also be able to look after their injured bleeding hands.
- A good sense will also prevail on the war-mongers as they will understand the futility of the same
- When the environment is endangered, human-existence is threatened, the survivor of the war will realise the futility of war.
- The poet urges us not to mistake inactivity to death.
- He clarifies that single-minded indulgence in the rat-race of self-centered goals leading to materialism is unprofitable.
- Keeping quiet and discharging our duties peacefully will evolve better understanding in us.
- The achievement of mental peace will lead us to introspection and mutual understanding.
- The absence of these two traits amounts to various conflicts in the world.
- With the development of mutual understanding comes empathy and then our life becomes a pleasant experience.
- The poet says like the earth the potentials may not be exhibited all the time.
- Finally, he declares his departure while persuading us to keep quiet.

THEME OF THE POEM

In the war stricken world, the poet has emphasized the need to introspect and bring in the spirit of brotherhood among the people of the world.

TITLE OF THE POEM

The title is very appropriate as the poem celebrates the necessity of quiet introspection and silence. This moment of silence will act as an antidote to war, violence, hatred, exploitation and turmoil. By keeping quiet, mankind can try to understand himself and stop harming himself and others with death and destruction.

CENTRAL IDEA OF THE POEM

In the poem the poet tries to tell us that we should stop our destructive activities and keep quiet for some time. By keeping quiet he means that we should look into ourselves and see what our behaviour is doing to others. We should analyse ourselves and change accordingly.

MESSAGE OF THE POEM

To promote the international brotherhood, peace and cooperation we need to introspect our activities in regards to the community.

Answer the following questions in 30 to 40 words.

1. What does the poet call an exotic moment and why?

Ans. The poet calls the moment of calm introspection 'an exotic moment'. He calls it so because it will give us a very unusual feeling. We shall feel ourselves as one with all others. We will come out of all our greed, selfishness and cruelty.

5. What does the poet say about those 'who prepare green wars'?

Ans. The poet says that there are people who enjoy making wars. They want to win victories even if there are no survivors after the victory. The poet says that these people will stop making wars if they can take out sometime for quiet introspection. They will then look upon all others not as their enemies but as their brothers.

6. What should not be confused with total inactivity? Why?

Ans. The poet says that we should stop all our activities for a few moments and do quiet introspection. But his, this saying should not be confused with total inactivity. He says that the essence of life is activity while inactivity is death.

7. How, according to the poet, can earth teach us?

Ans. When it is winter, everything on the earth seems to be dead. But later in spring, it is proved that the earth is alive, not dead. It has new colours and beauties added to it. Similarly, after the silence and stillness of quiet introspection, man can start his activities in a better and purposeful manner.

8. Explain: 'sudden strangeness'.

Ans. Just after counting to twenty, all of a sudden we all become 'silent and still'. It is a sudden strangeness.

9. Explain: 'a huge silence'.

Ans. When for once, all of us on earth, are in silence and stillness, it becomes very widespread silence all around.

10. Explain: 'interrupt this sadness'.

Ans. Interference in sadness of life means getting rid of it at that moment to create cheerfulness.

11. What are the two types of sadness named in the poem 'keeping Quiet'?

Ans. One is 'sadness of never understanding ourselves'. The other is threatening ourselves with death.

POEM – 3

A THING OF BEAUTY

About the poet

John Keats (1795-1821) was a British Romantic poet. Although trained to be a surgeon, Keats decided to devote himself wholly to poetry. Keats’ secret, his power to sway and delight the readers, lies primarily in his gift for perceiving the world and living his moods and aspirations in terms of language. The following is an excerpt from his poem ‘*Endymion; A Poetic Romance*’. The poem is based on a Greek legend, in which Endymion, a beautiful young shepherd and poet wholived on Mount Latmos, had a vision of Cynthia, the Moon Goddess. The enchanted youth resolved to seek her out and so wandered away through the forest and down under the sea.



Enrich your vocabulary

Bower	:	A pleasant shady place under trees
Morrow	:	The following day
Wreathing	:	Surround / encircle.
Spite	:	Desire to offend / annoy someone.
Despondence	:	Disheartened/ hopeless/ depressed
Noble	:	Of superior quality / having high moral principles
Pall a cloud	:	(here) a dark cloud of gloom and sadness.
Spirits	:	The soul where lie our emotions and character.
Sprouting	:	To develop suddenly in large numbers.
Shady boon	:	A shade which is helpful to someone.
Rills	:	Streams of running water.
Covert	:	Not openly known or displayed
Grandeur	:	So as to impress.
Dooms	:	Last day of existence.
Immortal	:	Living forever/ never dying
Heaven’s brink	:	The door of God’s home.
Gloomy	:	Sad
Boon	:	Blessing
Brake	:	A process to slow down
Grandeur	:	High rank or socially important
Mighty	:	Enormous
Brink	:	Edge

GIST OF THE POEM

- Based on a Greek legend, the poem is an excerpt from ‘Endymion’
- According to the poet a beautiful thing is a constant source of joy. Its loveliness never ends but increases forever.
- It gives sweet dreams and peaceful sleep, fine breathing and good health. Hence, a boon to all.
- We are surrounded by jealousy and disappointment.
- The ignoble qualities make our life gloomy and miserable resulting in suffering and pain.
- A thing of beauty removes the gloom (sadness) from our spirits.
- The sight of nature such as- clear streams of water, daffodils (a flower), musk-rose and forest thickets -make our lives sweet, soothing and happy
- This beauty is also experienced in grandeur of the dooms that we have imagined for our powerful dead forefathers - Doom-refers to the ruins of the great deeds of the legendary heroes.

- Lovelier than lovely tales, the incessant beauty of nature is pouring unto us like an immortal drink through an endless fountain from the heaven meaning that nature's beauty acts as an elixir for humanity.

THEME OF THE POEM

The theme of the poem rests in the opening line of the poem. A beautiful object is treasured in our mind because it provides us eternal and everlasting joy. This happiness never fades into nothingness but multiplies manifold whenever it flashes on our mind.

CENTRAL IDEA OF THE POEM

Beauty is a heavenly tonic/drink – an endless fountain of nectar. This beauty comes in different forms– a tale, a poem, a play, a lovely object of nature or the heavenly bodies. It soothes our spirits and gives us good health, sound sleep and mental peace. It removes sadness from our lives and gives an everlasting joy.

MESSAGE OF THE POEM

Keats, an ardent lover of nature, in his poem refers to the powers of nature. He urges mankind to realize these powers and make his life enjoyable and worth living. He tells us how a thing of beauty provides perennial joy to us.

TITLE OF THE POEM

The poem 'A thing of beauty' is written by John Keats. It is the poem where poet described about the importance of life and the beauty of life. It is like a romantic poetry. The poet picked up here the beauty of life like if we don't do anything wrong life will be colourful. We can get limitless happiness in life. Corruption, greed, murder these are not the quality of life. John Keats is a famous poet. He has perfected this poem by its title, figure of speech, inner meanings, rhythmic words.

Answer the following questions in 20 to 40 words.

1. How does a thing of beauty provide us shelter and comfort?

Ans. John Keats is a great Romantic poet. He has created images that soothe our senses. Nature bestows us with things of rare beauty. It keeps the shade of trees ready for us to be comfortable and peaceful in it. Beautiful things also provide peace and security so that we can enjoy sound sleep. We are able to enjoy sweet dreams, good health because of them.

2. What spreads the pall of despondence over our dark spirits? How is it removed?

Ans. Man makes his life miserable and full of suffering because of his own actions. The pall of despondence is the sadness that is a result of one's own actions. A thing of beauty works wonders for man and removes the cover of gloom from his dampened spirits.

3. How do the 'daffodils' and 'clear rills' enrich our environment?

Ans. Daffodils are lovely white flowers that bloom in green surroundings. The "clear rills" or clear streams of water create cooling comfort or passage for themselves as they pass through the thick bushes and ward away the heat of the sun.

4. What is the 'grandeur of the dooms' and 'endless fountain of immortal drink'?

Ans.The "grandeur of the dooms" is a reference to our mighty and dead ancestors who have created beautiful objects for us. On the other hand, the "endless fountain" is the everlasting joy provided to us by the bounties of nature in the form of nectar pouring on us from heaven.

5. What makes human beings love life in spite of all troubles and sufferings?

Ans. Human beings love life because nature is the best healer and brings beauty and joy to our life. The memory of beautiful experiences helps us to bear our sorrows.

6. How is a thing of beauty a joy forever?

Ans. John Keats, a great Romantic poet, considers that a thing of beauty is a joy forever. It is a constant source of happiness and pleasure. Its loveliness increases every moment. A thing of beauty is never devalued. It never passes into nothingness.

7. How do we bind us to the earth every morning?

Ans. Like all the Romantic poets, Keats stresses the unbreakable bond of man with nature and the earth. The beauties of the earth fascinate man. Every object of nature is a source of beauty and happiness. Every day we are weaving a wreath through these beautiful things. This flowery band binds us with the earth.

8. Why does Keats associate 'grandeur' with 'the mighty dead'?

Ans. The 'mighty dead ' were people of great power, authority and grandeur. They were wealthy, brave and awesome people. They are dead in their grave but their grandeur and glory survives. It is believed that they will be handsomely rewarded on the dooms day.

9. How is the pall of despondence moved away from our dark spirits?

Ans. Man makes his life miserable by his own nature and actions. He faces miseries and pains. Amid these miseries and sufferings, a thing of beauty provides the only hope to humanity. A thing of beauty works wonders. It is a joy forever. It removes the pall of despondence ad sadness from our 'dark spirits'.

10. What is the message that John Keats wants to give through 'A thing of Beauty'?

Ans. The very first line of the poem conveys the message of the poet. John Keats was a worshipper of beauty. A thing of beauty is a joy forever. Beauty never fades. Nor is it devalued. It never passes into nothingness. A thing of beauty removes the pall of sadness and sorrows and gives us joy and pleasure.

11. Mention any two things which, according to Keats, give us pain and suffering.

Ans. According to Keats man suffers from pain and suffering due to the inhuman dearth of noble natures on earth and due to the inhuman and hostile attitude that makes our days sad and darkness our ways with distress and wretchedness.

POEM – 4

A ROADSIDE STAND

About the poet

Robert Frost (1874-1963) is a highly acclaimed American poet of the twentieth century. Robert Frost wrote about characters, people and landscapes. His poems are concerned with human tragedies and fears, his reaction to the complexities of life and his ultimate acceptance of his burdens. Stopping by the Woods on a Snowy Evening, Birches, Mending walls are a few of his well-known poems. In the poem A Roadside Stand, Frost presents the lives of poor deprived people with pitiless clarity and with the deepest sympathy and humanity.



Enrich your vocabulary

Out with	:	Extended
Traffic	:	Vehicles
Sped	:	Passed in great haste and speed
Roadside stand	:	A little shed that sells cheap essentials for the passersby
Dole	:	Piece, City money: Big amount of money
Feel in hand	:	The poor people do not want promises. They want the promises To be fulfilled. Feel money in hand is different from having moneybetween the giver and the taker
Being	:	Life
Expand	:	Improve
Crossly	:	Angrily
They had none	:	They had no gas to sell
Didn't it see	:	Have you seen
Requisite lift of spirit	:	The most important thing to make one feel confident and safe (money)
The voice of the country	:	Cry of the poor villagers
I can't help owning the great relief it would be	:	I keep on feeling an unreal relief of the villagers
At one stroke	:	Instantly
As I come back into the sane	:	As I come back to my senses/reality
My pain	:	My pain is the sufferings/plight of the poor people
Put me out of my pain	:	I hope you the rich promise to open your hands for these poor people

GIST OF THE POEM

- The rural folk have erected a roadside stand by adding a shed to an old house by the side of the road.
- They sell berries, squash, etc.
- The 'polished' city people feel irritated at the shabby stand which is clumsily painted and the signs turned into wrong direction.
- The roadside people have self-respect, their aim is not to beg but to earn some cash to improve their living standard.
- The rural folk are promised a better life by re-locating them near cities and rehabilitating them.
- But the 'greedy good doers' and `beneficent beasts of prey'(politicians, etc.) exploit and cheat these honest, hardworking rural people.
- The stand owners suffer a 'childish longing' i.e. a desire that city people would stop and purchase a few items, thus helping them to earn hard cash.
- But this longing is `vain'(useless) as the car owners stop only to enquire about fuel, where the road was leading to and for taking a U-turn.
- The poet feels the pain and disappointment of the people at 'roadside stand'.

THEME OF THE POEM

The poem A Roadside Stand depicts the lives of the rural poor. Robert Frost is critical of the contemptuous way in which the city dwellers look at the villagers who yearn to sell their vegetables by setting up a roadside stand by the side of the high way. He reminds us that the economic well-being of a country depends on a balanced development of the villages and the cities.

CENTRAL IDEA OF THE POEM

‘A roadside Stand’ highlights the stark reality of class difference between the city rich and the rural poor and calls for deepest sympathy and concern for the latter. The roadside stand owner, representing the rural poor, complains of the indifferent attitude of the city folk as represented by the city motorists and appeals to them to come forward to relieve the rural poor of their want and poverty.

MESSAGE OF THE POEM

There is a universal appeal to the rich and the government for the upliftment of the poor rural folk. The poor rural folk can make progress only when the rich do not exploit them. The government and the big money magnets should take the responsibility to improve the condition of the poor. Instead of promises grass root action should be taken the right direction for their betterment. Let their hopes not shatter in this materialistic and dazzling world.

TITLE OF THE POEM

The poem “A Roadside Stand” is an apt title. It highlights the poignant picture of the deprived section of the society who are born in misery, spend their life in misery and die in misery. Their wish to live a life of dignity is just a dream never to be fulfilled. On the one hand the affluent city dwellers enjoy the dazzle of the world to the fullest of their desire. But on the other hand the poor rural folk want their fresh and pure goods to sell to earn some gold (money) for the betterment of their life. They also want to give good education to their wards to change their lot. But their dreams shatter when the city dwellers do not bother to have even a look to their goods. They even hate thinking that their stands mar the natural beauty. They just make enquiry about their direction and move on. Thus this title describes the gap between haves and have not. So, the title is quite apt.

Answer the following questions in 30 to 40 words.

1. What should the government do for the rural Poor?

Ans. The government should give food, cloth and shelter to the rural poor. Facilities of health, education and opportunities employment are very necessary for their uplift.

2. What do you mean by ‘polished traffic’?

Ans. Polished traffic refers to the rich city dwellers travelling in big, luxurious cars. They appear to be ‘polished’ outside but their minds do not understand the sufferings of the poor people.

3. Explain, ‘passed with a mind ahead.’

Ans. The city people who passed by the roadside stand were self-centred and their minds were restless with greed for money and ambitions for great profits in their business.

4. What are the usual complaints made by the city men when they stop at the roadside stand?

Ans. The rich people to and from the cities usually have the same sets of complaints. Having failed to see the wretchedness of the poor, they complain that the roadside stand, with the tasteless way in which it is painted, ruined the beauty of the nature. Another complaint is that direction boards are wrongly written.

5. State the reasons for which the cars from the city halt at the roadside stand?

Ans. Some cars stop at the roadside stand to take a reverse and some of them ask for directions to their destinations. A few of them demand fuel.

6. Why and where was the roadside stand set up?

Ans. The road side stand was set up at one edge on a busy road in countryside. It was set up to attract the city folk who passed from there. It was hoped that the stand would fetch some cash to the rural poor.

7. What is the 'childish longing 'that the poet refers to? Why is it 'in vain'?

Ans. The poet refers to intense and futile desires of owners of roadside stand to sell goods to the passers- by. It is vain because not many people stop by things from them.

8. Which things irritated those passers-by who stopped at the Roadside stand?

Ans. If at all the passers- by stopped, they were upset with the artless paint of the roadside stand. They complained that the stand marred the scenic beauty of the landscape. They also complained about the wrong signs put up on the board.

9. What is "the party in power" keeping away from these rural poor?

Ans. The party in power is indifferent towards the pathetic condition of these rural folk. It is depriving these villagers of a luxurious/comfortable lifestyle.

10. What does the life of the 'moving pictures' imply?

Ans. The life of moving pictures implies the glamorous life style of the rich people- full of luxuries and comforts, unlike the life of the poor village folk who are leading a miserable life, struggling hard for their existence.

ATDB.uno

POEM – 5

AUNT JENNIFER’S TIGERS

About the poet

Adrienne Rich (1929) was born in Baltimore, Maryland, USA. She is widely known for her involvement in contemporary women’s movement as a poet and theorist. She has published nineteen volumes of poetry, three collections of essays and other writings. A strong resistance to racism and militarism echoes through her work. The poem *Aunt Jennifer’s Tigers* addresses the constraints of married life a woman experiences.



Enrich your vocabulary

Prance	:	Walk or move around with high springy steps.
Topaz	:	A bright yellow coloured stone.
Denizens	:	(here) an animal that lives or is found in a particular place.
Sleek	:	Elegant
Chivalric	:	Being courteous esp. to women, an act of a gentleman.
Ordeals	:	Extremely severe tests or experiences.
Prancing	:	To move around proudly.
Fluttering	:	To move in quick, irregular motions as if being agitated.

GIST OF THE POEM

- The desire of a woman for freedom & strength has been brought out by the poet.
- Aunt Jennifer has embroidered bright yellow tigers on a screen.
- These tigers move about freely, fearlessly & confidently in the green forests.
- They are not afraid of the hunters.
- In contrast, Aunt Jennifer is weak & nervous.
- To make her embroidery, she finds the ivory needle hard to pull.
- The wedding ring is symbolic of the burden of commitments & bindings of married life.
- Her marriage with uncle has taken away her freedom & confidence to live life the way she wishes.
- After her death, the mark of the wedding ring will continue to show her sad, burdened life.
- She is mortal (dies) whereas the embroidery of tigers (Art) that she has made is immortal.

RELEVANT BACKGROUND

Adrienne Rich is an American poet who was born in 1929. She was brought up in a well-off family. Adrienne was the elder of two daughters. Her father was a doctor and her mother was a music composer. She grew up in with a Jewish father and a Protestant mother. As a result of this mixed marriage she was used to tensions between her parents. Rich felt dominated by her father’s strong personality while growing up. It was he who most guided her as a young poet. This wasn’t always to her liking as he expected her to write her poems his way. When Rich was growing up men dominated and women were expected to become dutiful wives in their adult lives. All these elements may have influenced the picture of marriage which Rich drew in this poem. At the heart of, the poem is an image of a husband who controls and frightens his wife. Rich wrote a lot of poems based on everyday experience. In the poem ‘Aunt Jennifer’s Tigers’, Rich mocks the weakness of Aunt Jennifer, and the **clout (punch)** and authority of her husband in their marriage. Rich was also fascinated by how people could use a hobby like art-work to create a happier and prettier world than their daily life. Rich has been one of America’s most important female poets for the past fifty years.

VALUES RAISED IN THE POEM

Respect for women, equality, equity, gender sensitivity, empathy, feminism, value for art.

THEME OF THE POEM

1. Marriage is unequal due to male domination/Inequality: The woman is the centre of the poem, Aunt Jennifer, is a nervous and fearful wife. She lacks inner conviction or ‘certainty’, unlike the tigers she portrays. Aunt Jennifer is ‘mastered’ in her life. She lives a life of inequality. She is so nervous that her fingers ‘flutter’ through the wool she is using in her tapestry or panel. The poet portrays the marriage of Jennifer as an unhappy one for her. Aunt Jennifer feels the burden of duty and obedience. This is shown by the symbol of the wedding ring that she wears. It is described as her husband’s property: ‘Uncle’s wedding band’. It ‘sits heavily’ on her hand because he dominates her life. Her life with her husband is described as a life of ‘ordeals’. The poem, therefore, provides a negative picture of marriage. The poem is probably saying that the ‘Uncle’ or husband is behaving like a tiger, and the tigers are ‘chivalric’ like the husbands. Each world is the reverse of what it should be.

2. The world of art is happier than the real world/Dream versus Reality: Aunt Jennifer’s hobby is making designs and pictures from wool. Jennifer produces wool tapestries that she places on panels. The creatures she places there are free and proud, the opposite to herself. She is ‘ringed’ or mastered in marriage and, therefore, she is not free, but controlled. It seems that she creates a happier looking world than the one she lives in. She makes precise and brightly coloured pictures like the sharp yellow tigers of the poem, pictured against a green background. These bright contrasting colours are probably much more vivid than Jennifer’s everyday world. Her artistic work will live on after she dies, as, according to the poet, her tigers will ‘go on prancing’. The figures she creates are stronger and happier than she is. They are proud and ‘prance’ about, unlike their creator, who is nervous and fears her husband. The word ‘prance’ or parade contrasts sharply with ‘fluttering’, meaning trembling. The tigers do not fear the men the aunt places under some trees in her tapestry. Therefore, the imaginary tigers produced by Aunt Jennifer live a type of proud and free life that she can only dream about. Perhaps Aunt Jennifer uses art as an escape from her troubles. In her artwork Jennifer imagines the kind of life she would have liked.

TITLE OF THE POEM

“Aunt Jennifer’s Tiger” is an appropriate title in that it refers to a tapestry Aunt Jennifer has made. It contains some ferocious tigers. The title also suggests the “tiger like terror” Aunt’s husband was. She was in constant fear of him and felt trapped and suffocated in marriage. She felt that her husband was her master and she was a tame animal who must carry out his command. It is a very suggestive title, indeed.

CENTRAL IDEA OF THE POEM

"Aunt Jennifer's Tigers" by Adrienne Rich is how the power of the patriarchy controls women's bodies but not their minds. The poem makes this point by presenting the wild, exotic, powerful tigers embroidered by Aunt Jennifer and contrasting them with Aunt Jennifer herself.

MESSAGE OF THE POEM

"Aunt Jennifer's Tigers" is a statement of conflict in women, specifically between the impulse to freedom and imagination. Aunt Jennifer wants a life that she embroiders on the panel. She wants a colourful vibrant life which every woman should have the power to create.

Answer the following questions in 30 to 40 words.

1. How do ‘denizens’ and ‘chivalric’ add to our understanding of the tiger’s attitudes?
Ans. Denizens means inhabitants of a forest. Tigers are the inhabitants of forest. They live in the world of green. They love to live in their natural habitat. They are brave and warlike. They freely prance and unafraid of human beings. They walk elegantly.

2. Why do you think Aunt Jennifer's hands are 'fluttering through her wool' in the second stanza? Why is she finding the needle so hard to pull?

Ans. Aunt Jennifer seems to have grown very old and weak. That is why her hands are fluttering through her wool. She is finding it hard to pull the ivory needle because her weak hands are trembling.

3. What is suggested by the image 'massive weight of uncle's wedding band'?

Ans. Aunt Jennifer's marriage was just like a heavy band put on her. With her marriage, she lost all of her former freedom. Now she was tied to the daily chores of uncle's home. She had no liberty or will of her own.

4. Of what or whom is Aunt Jennifer terrified in the third stanza?

Ans. Aunt Jennifer is terrified of the hard chores she has been performing so far in her life. She is afraid that she will have to do the same ones even after her death.

5. What are the 'ordeals' Aunt Jennifer is surrounded by? Why is it significant that the poet uses the word 'ringed'? What are the different meanings of 'ringed' in the poem?

Ans. Aunt Jennifer's ordeals are the ordeals of keeping her husband happy. She can do nothing against the wishes of her husband. The word 'ringed' conveys the idea that Aunt Jennifer can never get out of her slavish routines.

6. Why do you think Aunt Jennifer created animals that are so different from her own character? What might the poet be suggesting through this difference?

Ans. Perhaps Aunt Jennifer has created through the tigers a picture of her own husband. There is also a suggestion that women create men but those very men dominate and tyrannizes over women when they grow up.

7. Interpret the symbols found in the poem.

Ans. The two main symbols used in the poem are the tigers on the screen. Tigers represent the creative energy of woman. The screen represents the range on which that creative energy works. Thus tigers are symbol of men produced by woman. The screen is a symbol of the woman's life on which men prance about.

8. Do you sympathize with Aunt Jennifer? What is the attitude of the speaker towards Aunt Jennifer?

Ans. Aunt Jennifer wins all our sympathy. She works tirelessly to create her tigers. The tigers prance across the screen fearlessly. The speaker feels great sympathy for Aunt Jennifer. She says that while Aunt Jennifer will be lying dead in her grave, her tigers will still go on prancing proud and unafraid.

9. After Aunt Jennifer's death, where will the tigers in the panel go?

Ans. Even after Aunt Jennifer's death the tigers in the panel can't run away. They are made by Aunt Jennifer by her fine design work with her wool. The tigers will go on jumping, proud and unafraid as before.

LESSON – 1

THE THIRD LEVEL

About the author

Jack Finney :*The Third Level* is named for a short story by Jack Finney (1911-1995) which appeared in a 1957 collection of the same name. In the story, the disenfranchised protagonist discovers a third level to Grand Central Station, from which he takes a train back in time to the year 1894. Realizing that the third level can transport one to any place as well as any time, he tries to get back to his old hometown: Galesburg, Illinois, the home of Knox College. Finney was graduated from Knox with the class of 1934 and went on to become a noted author of speculative fiction with several short story collections and novels like *The Body Snatchers* and *Time and Again*. The Knox College Archives has a collection of rare, out-of-print, and autographed copies of Finney's works.



INTRODUCTION

The Third Level by Jack Finney is an interesting story that is set after the world wars. Consequently, the life was full of fear, insecurity, war & worry. This story talks about the figments of imaginations that can be used to escape from reality. It takes readers back in the time of joy and peace. Charley, the protagonist wants to escape from the harsh realities of modern world and imagines the world of 19th century where the people were living peaceful life and they had ample time for themselves. The story weaves together psychological journey of the narrator into the past, present and progresses towards future.

GIST OF THE LESSON

- Grand Central Station of New York has two levels. But Charley, a thirty-one-year-old resident of New York, talks about a third level. He believes in the existence of this hypothetical third level and claims to have been there.
- Charley visits a psychiatrist friend to talk about this problem. The psychiatrist calls it a "waking dream wish fulfillment" and rationalizes Charley's experience by saying that the "modern world is full of insecurity, fear, worry, and war..." and everybody wants to escape a "temporary refuge from reality." According to him, even hobbies like stamp collection is a manifestation of this escape. Charley thinks about his grandfather who didn't need any refuge from reality. Charley's grandfather started his collection.
- The fast growing Grand Central station at times seems to be amazing to Charley. He had lost his way a couple of times earlier too while taking the subway.
- Once, he entered the lobby of the Roosevelt Hotel while the other time he emerged at an office building that was three blocks away. But this time when he loses his way, something unique happens. He visits the third level!
- Charley keeps walking in the quiet corridor, angling left and slanting downward, till he reaches an architecturally old station that is completely different from the two familiar levels.
- The antiquated small room with fewer ticket counters and train gates, a wooden information booth, flickering open flame gas lights and brass spittoons remind him of the architecture of the 1800s.
- He also finds that people are dressed in outmoded outfits. He notices that the date on the newspaper 'The World' is printed June 11, 1894. As he tenders money to the clerk at the counter to buy two tickets, he realizes that he needs to have old currency bills to do so.
- He had always wanted to travel to Galesburg with his wife, Louisa. In his mind, it is "a wonderful town still, with big old frame houses, huge lawns, and tremendous trees...."

It is a place with long and pleasant summer evenings and where people have time for each other.

- So, the next day during lunch, he exchanges three hundred dollars for old style bills amounting to some two hundred only.
- The loss doesn't bother him much as he believes that in Galesburg everything will be cheaper and that he can manage even with a small amount. But, he could never again find the corridor leading to the third level.
- His wife Louisa is worried after knowing all this and asks him not to look for the third level any further. Suddenly Charley realizes that his friend, Sam Weiner, is nowhere to be found, so he and his wife keep looking for him in the weekends.
- Philately is not just stamp collection but a broad term including the study of stamps, postal history and other related items.
- When a new stamp is issued, on the first day, people mail a blank paper to themselves and then retain that unopened letter with the date on the postmark. Such an envelope is known as a 'first day cover'. Charley has inherited his grandfather's collection of first day covers.
- One day while fidgeting (restlessness/move restlessly)with his stamp collection, Charley comes across a letter that was not there earlier. It bears the postmark on a faded six-cent stamp with a picture of the President Garfield.
- The envelope was sent on July18, 1894 to Charley's grandfather in Galesburg and was addressed to Charley.
- The letter was written by Sam Weiner, who was Charley's psychiatrist! Sam has reached Galesburg and is having whole of a time there.
- He also invites Charley and Louisa to Galesburg. When Charley goes to the stamp and coin store, he is apprised of Sam's exchanging eight hundred dollars for the old currency bills.

THEME OF THE STORY

The story 'Third Level' clearly explores the science fiction genre (classification) of 'time travel'. Jack Finney, the recipient of the world famous award, interweaves fantasy with the reality in the most futuristic projection of time travel. Charley wishes to be transported to the third level, the world of 1894 which is supposedly much happier and quieter place to be. It is one of the most concise and entertaining story about time travel. The question whether the third level exist in real or only in charley's mind can be inferred from Sam's letter. The story also dwells on the theme of escapism, not only as a psychological refuge from the grim realities of the present day world but also as a desire to stay with the past or to keep the past alive in the complexities of the present. In the story charley not only expresses desire to escape but also prepares and tries very hard, a desire which is not contested by the wife either. Sam is also happily escaped with no plans to resort to his old profession along with scores of other people who cross the grand central everyday... to escape seems to be an all pervasive feeling.

MESSAGE OF THE STORY

The modern world is full of insecurity, fear war, worry and all the rest of it and all people want to escape from them. They just want a little peace and relaxation from these situations.

TITLE OF THE STORY

Oppressed by the pulls and pressures of modern life, man yearns for an escape from all the tensions and worries. He looks for a level of existence that would yield peace and tranquility. Trying to delve deeper into life, he wanders whether it is possible for him to live on a different plane and he looks for this ideal world, hoping to come across it someday. It is this Utopian world that the author has chosen to call the third level. Third level can also refer to a level of reality that exists in our mind only and not in space and time. It is this faculty of mind that makes virtual travel in time possible and opens innumerable ways to escape, defence mechanization and rationalization. Hence 'the Third Level' is an appropriate title.

Answer the following questions in 30 – 40 Words.

1. How do Charley's wife Louisa and his friend Sam react to the narrator's observation?

Ans. Charley the narrator states that there are three levels at Grand Central Station. His assertion is based on his personal observation. But his friend Sam said that Charley was unhappy and wanted to escape. His wife Louisa was shocked and worried. They both disbelieved him.

2. What do you learn about Galesburg, Illinois during 1894?

Ans. Galesburg has been described peaceful place that was not ravaged by the two world wars. It has old framed houses, huge lawns and splendid trees with expanded branches. The men would smoke cigar talk quietly. The women would be waving palm leaves fans. They have ample time for themselves.

3. What do you know about the 'First Day Cover '?

Ans. When a new stamp is issued in any country, stamp collectors buy some and use them to mail envelopes at their address on the very first day of release. They put a blank paper in the envelopes. The postmark proves the date of issue. The envelope is called a first day cover. It remains unopened.

4. Do you think that the third level was a medium of escape for Charley? Why? How did Charley's psychiatrist friend interpret his unique experience?

Ans. Yes, the third level was a medium of escape for Charley from the unhappy modern - Grand Central Station. Charley did not agree with his psychiatrist friend when the latter called his experience of visiting the third level 'a waking-dream wish fulfillment.' His friend tried in-vain to make him realize that his hallucinations are a result of his strong desire to escape to the peaceful times of the 1890s.

Answer the following questions in 100 Words.

1. The story reveals refuge from reality, an illusion. Do you think it is obvious to escape from reality of life?

Ans. Jack Finney portrays Charley's transition from reality to imaginary world through the story the Third Level. It seems probable as the author employs authenticity to the experience. Charley worked late night at the office and was in hurry to reach his apartment to be with his wife Louisa. He thinks of taking the subway since it seems faster than bus. Grand Central Station has been described mysterious and mushrooming with subways, staircases and corridors that leads to many ways and places. Moving through the tunnel Charley recounts his past experience that appears safe and quite normal. Modern world is full of insecurity, fear, war, worry and tension. He wants to escape from the harsh realities of modern world. His friend Sam also agrees with the escape theory. They claim that our hobbies also lead us to a temporary escape from reality. Finally, his Psychiatrist friend reaches the Third Level and suggests Charley and his wife Louisa to keep on searching till they get it. The story weaves psychological phenomenal yarn to make it obvious.

2. What does the third level refer to?

Answer. The Grand Central Station of New York has subways on two levels from where the commuters take trains to different destinations. No third level was ever built. However, the protagonist of the story, Charley, believes in the existence of a third level, operating in a timeframe of 1890s. The third level signifies an escape from the modern world that is "full of insecurity, fear, war, worry and all the rest of it...." The period of 1890s represents a peaceful life not possible in the present era. From this level, the protagonist wants to travel to Galesburg, Illinois, with his wife Louisa. For him, it is a part of reality while his psychiatrist friend calls it a "waking-dream wish fulfillment."

3. Would Charley ever go back to the ticket-counter on the third level to buy tickets to Galesburg for himself and his wife?

Ans. After reading the story we get to know that Charley was interested in travelling to Galesburg with his wife Louisa. However, he couldn't locate the third level again. The first time round, he found the third level by accident. When he reached the ticket-counter, he realised that the currency he had with him was not useful as it belonged to a different period. He went back to convert his three hundred dollars into the "old-style currency" that could enable him to buy two tickets to Galesburg. However, when he returned to the Grand Central, he could not find the corridor leading to the third level. He couldn't go back looking for the third level as his wife was too worried about him. Moreover, he himself had stopped looking for it after sometime.

4. What do you infer from Sam's letter to Charley?

Ans. The letter was addressed to Charley but mailed to his grandfather in Galesburg, Illinois. It was mailed in 1894 and now appears in his grandfather's collection. The letter was suddenly found among the first-day covers where it had never been seen earlier. Moreover, the contents of the letter are exactly what Charley thought about Galesburg of 1890s. Sam's letter to Charley is a mystery that blends together the worlds of reality and fantasy, and thus, needs further exploring. There are two perspectives from which one can look at the letter. At one level, it proves that Sam has reached Galesburg of 1984. However, if we look at a deeper level, we can infer that the letter is just another instance of his hallucination or dreams of escapism. It is possible that while Charley was looking at the old first-cover letter, he was carried away to a different world where the letter was sent to Charley by Sam. The letter reflects Sam's undeterred urge that forces him to keep looking for the third level.

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LESSON – 2

THE TIGER KING

About the author

Ramaswamy Aiyer Krishnamurthy:(09-09-1899 to05-12-1954)
Pen name 'Kalki'. He was a Tamil writer, journalist, poet, critic and Indian Independence activist. He penned 120 short stories, 10 novelettes, 5 novels, 3 historical romances, editorial and political writings and hundreds of film and music reviews.



CHARACTERS AND PLACES

- The Tiger King** : A hero of the story, the Maharaja of Pratibandhpuram, also known as His Highness Jamedar, General Khiledar-Major, Sata-Vyaghra samhari, Maharajadhiraja Visva Bhuvana samrat, Sir Jilani Jung Jung Bahadur, M.A.D., A.C.T.C., or C.R.C.K.
- Crown prince** :Aten-day old baby who later became the Maharaja of Pratibandhpuram.
- Chief astrologer** : A royal foreteller of the state.
- Durai** : Means "chief, leader" in Tamil. A British high ranking officer & his secretary
- Dewan** : A chief administrative office of the Maharaja.
- Duraisani** :The wife of the high ranking British officer, a greedy woman who took all the 50 or so diamond rings for herself.

INTRODUCTION

Kalki takes his readers to the days of autocratic and eccentric kings. These kings lived under the thumb rule of the British, hence they fear them. In order to make the story mysterious Kalki has added supernatural element in the story. The hunter king disapproved the prophecy made by the astrologer about his death, but his death from the wooden tiger (100th tiger) approved it.

The story 'The Tiger King' is satire on the conceit of those in power. Most of the time the rulers are not interested in serving the people or work for the welfare of the public; instead they spend their time foolish pursuits. Even the coteries who surround these power centres are interested in taking advantage of the proximity for their own welfare. This is a story about transience-of life, of power and **reverberates (echo)** the **maxim (precept)**: "Too many slips between a cup and a lip."

TITLE OF THE LESSON

"The Tiger King" is a very appropriate title for the story for several reasons. First of all, the king is crazy about tiger hunting so much that he marries a princess whose father's kingdom has a sizeable tiger population. He kills one hundred tigers just to fulfill his vow. Secondly, the king with all his frenzy, anger and ruthlessness is as ferocious as a tiger. Thirdly, he dies of a silver prick received from a wooden toy tiger. Finally, the prediction that a tiger would cause the king's death also comes true. Since the story revolves round the king and the hundred tigers that he kills, it could not be better titled than "The Tiger King".

IRONY

'The Tiger King' is **replete (filled with)** with irony that reveals the follies of autocratic and **willful (obstinate)** rulers who flout all laws and bend them to suit their selfish interests. The dramatic irony in the story is sharp when the Tiger King alone is unaware that his bullet had not killed the hundredth tiger. The other characters and the readers anticipate his doom as he celebrates his triumph over his destiny. We realize how misplaced the King's pride at killing the first tiger was. The astrologers had prophesied, "You may kill ninety-nine tigers like this, but your death will be brought on by the hundredth tiger." The King wanted to prove the astrologer

wrong and to save his life. Ironically, to avert death he actually invites it. The lofty titles used to introduce the Tiger King, suggesting an invincible ferocity are indeed ironic for he is finally killed by a cheap, crudely made wooden toy tiger which became the tool of Nature’s revenge. He had killed a hundred tigers in vain and must be punished for it. Irony is indeed sharp when the surgeons announce the operation successful and declare the king dead.

THEME OF THE LESSON

Animals and birds are as much part of the nature as human beings. The destruction or haphazard killing of one species may not only lead to its extinction, but it will adversely affect the ecological balance. Those animals which serve as food for the wild animals, will increase in large number, if the beast of prey are wiped out. Each species, howsoever fierce, deadly, ferocious or poisonous has its role in maintaining ecological balance in nature.

MESSAGE OF THE LESSON

The story tiger king conveys that getting obsessed too much in winning over something and losing the control over oneself leads only to mishappening and upheavals. The tiger king’s extreme urge to win over the prophecy lead to his death.

GIST OF THE LESSON

- The Maharaja Sir Jilani Jung Jung Bhadur was called “Tiger King”
- When he was just 10 days old he asked intelligent questions to the astrologer and was told that he would be killed by a tiger. He uttered “Let tigers beware!”
- No other miracle took place, the child grew like any other Royal child drinking white cow’s milk, taught by an English tutor, looked after by an English nanny and watched English films.
- When he was 20, he was crowned as king. It was then the whisper of the prediction of his death by the tiger reached the Maharaja’s ear and he in turn to safe guard himself killed a tiger and being thrilled he told the astrologer who replied that he can kill 99 tigers but should be careful with the 100th
- From then he started killing tiger and he was allowed to hunt tigers. A highranking British officer visited the state that was fond of hunting tiger and his wish was declined.
- The officer requested for getting a photograph with the tiger killed by Maharaja and this request was rejected.
- So, to please the officer’s wife, he sent 50 diamond rings expecting that she would take 1 or 2 instead she kept all the rings costing 3 lakh rupees and sent ‘thanks’ to the Maharaja. Thus, his state was secured.
- In 10 years he killed 70 tigers and didn’t find any in Pratibandapuram. So, he decided to marry a girl from royal state which had more tigers to complete his target. Whenever he visited his in-laws, he killed 5 to 6 tigers. So, he killed 99 tigers and was feverishly anxious to kill the 100th but couldn’t find true news about the presence of a tiger near a village, proved disappointing.
- Now the Dewan was warned of his danger. So, he visited ‘People’s Park in Madras’ and brought an old tiger, kept it reserved and finally placed it in the forest and informed the Maharaja.
- The Maharaja in excitement took aim and shot the tiger and left the place with great triumph. The bullet missed the target and the weak and old tiger became unconscious hearing the sound of the bullet. Then the hunter killed the tiger and brought it in grand procession.
- It was the 3rd birthday of the Maharaja’s son and he wanted to buy a present from the toyshop. He bought a wooden tiger which was poorly carved.
- While the Maharaja was playing with the prince a tiny sliver of the wooden tiger pierced his right hand which later caused his death. Thus the hundredth tiger takes his final revenge upon the “Tiger King”. Then **nemesis (curse)** proved right.

Answer the following questions in 30 – 40 words.

1. Who is the Tiger King? Why does he get that name?

Ans. The Maharaja of Pratibandpuram is called the Tiger king. As soon as the boy was born, the astrologer predicted that the royal infant would be killed one day by a tiger. Hearing these words, the ten-day old prince spoke "Let tigers beware"! After becoming a king, he went on a tiger hunt and started killing tiger one after another. Thus he came to be known as the Tiger King.

2. What did the royal infant grow up to be?

Ans. The royal infant grew taller and stronger day by day. He grew up to become the warriors of warriors, hero of heroes, champion of champions. He grew up to be a tiger king. He started killing tigers fearlessly.

3. How was the Tiger king brought up?

Ans. As a child the tiger king was brought up like all other princes of that time. He drank milk of an English cow. He was looked after by an English nurse. An English teacher taught him. He watched English movie only.

4. Even though the Maharaja lost Rs.3 lakhs, he was still happy. Why?

Ans. Though the tiger king had lost three lakh rupees he was happy because he felt that he had succeeded in saving his kingdom. He spent 3 lakh rupees to pay the bill of various rings that he had sent as gift to the wife of the British officer to prevent tiger killing. To the tiger king each tiger was very important as he needed to kill one hundred tigers.

5. How did the Tiger king feel after killing the hundredth tiger?

Ans. The tiger king felt on top of the world. He was elated and his happiness kept no bounds. He had proved the astrologer's prediction wrong. He ordered his men to bring the tiger to capital in a grand procession. A tomb was erected over it.

6. How did the state astrologer react to the comment "If the hundredth tiger were also killed"?

Ans. The state astrologer was dead sure of his prediction. He, with conviction, announced that he would cut off his ceremonial tuft, crop his hair short and become an insurance agent if his prediction would prove wrong. These words had so much impact that it appeared that the hundredth tiger would definitely kill the king.

7. How will the Maharaja prepare himself for the hundredth tiger which was supposed to decide his fate?

Ans. The Maharaja thought that he had to be extremely careful with the last tiger. It seemed easier to find tiger's milk than alive tiger. He announced a three-year exemption from all taxes for that village in which hundredth tiger was seen and set out on the hunt at once with extreme care.

8. How did the Dewan try to help the Maharaja achieve his mission?

Ans. The Dewan made advance arrangements for a tiger from People's Park in Madras. One night he and his wife dragged the tiger to their car, shoved it into the seat and took it straight to the forest. There he hauled the beast out of the car and pushed him to the ground near Maharaja's camp.

9. Why did the Dewan decide to give up his own tiger to be killed by the Maharaja?

Ans. The Dewan decided to give up his own tiger to be killed by the Maharaja because he was warned by the Maharaja to produce a tiger to complete his vow of killing 100 tigers. He feared that if Maharaja did not get a tiger to hunt, he would be angry and the result would be catastrophic and he might lose his job.

10. What was the Dewan's tiger like? How did he take it into the forest?

Ans. The Dewan had brought an old tiger from the People's Park in Madras and hid it at home. It was a weak and senile tiger. He and his aged wife dragged the tiger to the car and shoved it into the seat. He drove the car to the forest. There he hauled the beast out of the car and pushed him to the ground near Maharaja's camp.

11. Why did the Maharaja decide to marry?

Ans. The Maharaja had killed all the tigers of Pratibandpur. So he decided to marry a girl from royal family in whose estate had a lot of tigers which would help him to fulfill his aim.

Answer the following questions in 100 words.

1. There is a satire on the conceit of those in power. How does the author employ the literary device of dramatic irony in the story?

Ans. Dramatic irony is a situation wherein the author as well as the reader is aware of the situation, but the character is completely ignorant of the same. The character behaves in the most inappropriate manner or expects the opposite of what fate holds in store for him. Kalki has very skillfully employed dramatic irony in this story. After killing the first tiger, the haughty king shows off the dead tiger to the astrologer. He wants to prove that he is more powerful than the tiger and also that he was a king and could do anything he desired. Once he kills the hundredth tiger, which actually does not die, he feels elated for having proved the prediction wrong. Ironically a mere sliver on a wooden tiger leads to the death of the king. Through the dramatic irony the author drives home the point that people in power behave in a conceited and ruthless manner. They refuse to respect the words of elders and finally are defeated. As readers we are able to foresee the doom of the king. But he is so drunk in power that he mindlessly continues his act of killing the tigers.

2. The author through the story 'The Tiger King' is trying to comment on man's ill-treatment of animals. Justify.

What is the indirect comment of the author on the behavior of man towards innocent animals to the willfulness of human beings?

Ans. The author wants to tell his readers that man is living in a world created by God and every creature in this world has an equal right to live his life. God wishes that all living beings should live in harmony with each other. There is no need to interfere in the existence of other living beings. Those who intrude into the privacy of others or kill fellow human beings, birds, trees or beasts for pleasure are guilty of committing the gravest and most unpardonable sin. Through this story the author is trying to comment on the way man is treating animals. The tiger king symbolizes the cruel, insensitive, foolish man who for his own gains, kills the tigers. This act of the king is against the divine. We all are expected to lead a normal life. All creatures and animals also have the right to live a respectful life. Thus the author exposes the folly, cruelty and heartlessness of human beings with regard to their behavior towards innocent animals. And then there is the case of British officers also. He wants to have a tiger killed simply because he wants himself photographed holding the gun and standing over the dead tiger. Thus the author wants to convey a message 'Live and let others live.'

3. The astrologer's prediction about the death of the Tiger King came to be true. Do you agree with this statement? Explain why and why not?

Ans. Yes, I agree that the astrologer's prediction about the death of the tiger king came to be true. The astrologer at the birth of the Tiger King predicted that the death would come to the king from the tiger. He told the Maharaja that he might kill 99 tigers but he must be cautious with the hundredth tiger.

When the king came to know that he was destined to be killed by a tiger someday, he hit upon a campaign of tiger hunting. When tigers became extinct in his kingdom, he married a girl of a state which had a large tiger population. Thus he was able to kill ninety-nine tigers.

The Maharaja felt elated when the hundredth tiger was killed. But the destiny had something else in store for Maharaja. The Maharaja's bullet had missed its target and the tiger had only fainted and not died. One of the hunters killed the tiger as they feared losing their jobs.

The Maharaja presented a wooden tiger to his son on his third birthday. While playing with his son, a tiny sliver of the toy pierced his right hand which caused infection in the arm. He was operated upon and died on the operation table. Thus, he was killed by the hundredth tiger and the astrologer's prophesy came to be true.

4. Do you think the Maharaja's minions were sincere and loyal to him or are they driven by fear when they obey him? Do you find a similarity in today's political order?

Ans. The Tiger King was an eccentric, whimsical and foolish character. He never saw reason. When he is told about the presence of a tiger, he immediately announces tax exemption for the villagers. But when the tiger is not traced he doubles the taxes. He throws officers out of their job.

Under such circumstances one can't expect officers and minions to be loyal to the king. They obey him not because they respect him but because they are afraid of losing their jobs. They bow before him to avoid his anger. The Dewan brings an old tiger for the king to hunt, in order to save his job. The hunters also do not inform him that the hundredth tiger was not dead. They fear his anger and keep quiet. Even the state astrologer is afraid of speaking the truth in front of him. They only pretend to be loyal to him but in reality have no respect for him.

The situation today is virtually the same. Everybody in the ruling and serving class is busy serving his own end. Nobody dare bring out the truth in front of the powerful one.

5. How did the Tiger King meet his end? What is ironical about his death?

Ans. It was the third birthday of the Maharaja's son. He had purchased a wooden toy tiger for his son's birthday gift. But it had been made by unskilled carpenter. It had tiny slivers all over its surface. One of these pierced the Maharaja's right hand while playing with his son with the toy. Although the king pulled it out but infection developed in the king's hand. In four days, it developed all over the arm. The king died while being operated upon.

The king's death is ironical. He was happy to think that he had killed the hundredth tiger. He was fulfilled his vow and disproved the prediction of the royal astrologer. He ordered to bring the tiger to the capital in grand procession. But he didn't know that the hundredth tiger was not killed by him but by other hunters. That was indeed quite ironical. It is also ironical that this brave and fearless king dies of a needle which is on the body of a wooden tiger. Thus nemesis overtakes the king ultimately and ironically death does come to him from a tiger.

LESSON – 3

JOURNEY TO THE END OF THE EARTH

About the author

Tishani Doshi is an Indian poet, journalist and dancer based in Chennai. In 2006 she won the Forward Prize for her debut poetry book *Countries of the Body*. Her poetry book *A God at the Door* has been shortlisted for the 2021 Forward Prize under best poetry collection category.



INTRODUCTION

In 'Journey to the End of the Earth' Tishani Doshi describes the journey to the coldest, driest and windiest continent in the world: Antarctica. The world's geological history is trapped in Antarctica. Geoff Green's 'Students on Ice' programme aims at taking high school students to the ends of the world. Doshi thinks that Antarctica is the place to go and understand the earth's present, past and future.

THEME OF THE LESSON

In 'Journey to the End of the Earth' aims at the exploration of the landmass covered by ice-cap of Antarctica will surely reveal vital information about the birth and evaluation of the earth. And the sub-theme is the need of saving the planet Earth from total **annihilation (destruction)** and the role the school students can play in this gigantic task.

MESSAGE OF THE LESSON

The author gives us the message that rarely visited regions of the earth (North and South Poles) are a store house of information and we can learn a lot about the earth's past, present and future if we dig deep into them. It also warns against too much interference with nature and excessive encroachment and dominance over nature which is injurious to the future of mankind and that 'the threat of global warming is very real'.

TITLE OF THE LESSON

The title of the story 'Journey to the End of the Earth' is an account of author's personal experience to the journey to Antarctica with a group of high school students on board 'Akademik Shokalskiy'. We know the earth is round and if at all, ends are to be found they are either at the bottom (the South pole) or the top of the earth (the North pole) the word 'End' used in the title is very forceful and meaningful, because the scientists continually warn us against the catastrophic effects of the excessive "depletion of ozone layer". So, judicious use of natural resources is a must if we want to escape 'End' of the earth. Thus, the title is most appropriate and true to its meaning.

Answer the following questions in 30 to 40 words.

1. What is 'Students on Ice'?

Ans. 'Students on Ice' is an educational expedition to Antarctica. It takes high school students to show them the terrifying impacts of human activities in Antarctica so that, the students will realise that the end of the earth is quite near and therefore something should be done to save the planet.

2. Why did Geoff Green decide to take high school students to Antarctica?

Ans. Geoff Green didn't find any good in taking curious celebrities to Antarctica until he thought of taking high school students. He believed that the high school students are the real future policy makers of the earth and the young enthusiasm in them would easily understand the seriousness of the threat that poses the earth by visiting Antarctica and they would act their bit to save the planet from further deterioration.

3. Why is Students on Ice programme a success?

Ans. When one stands in the midst of the calving ice-sheets, retreating glaciers and melting icebergs, one realises that the threats to the earth are real. It is different and way more pragmatic from talking about Antarctica from the comfort zones of our warm countries and therefore being in Antarctica is a shocking realisation.

4. Why are the youngsters called the future policy makers of the earth?

Ans. The youngsters according to Geoff Green are the future policy-makers because it is them who will bring substantial changes as they grow up. More than that, the more educated youth of today is the hope for the earth as many students are more informed and more aware of the weakening strength of the planet.

5. How do geological phenomena help us to know about the history of humankind?

Ans. Geological phenomena certainly helps us to know about the history of humankind. A giant southern supercontinent- Gondwana did exist 650 million years ago. The climate was much warmer. It had a huge variety of flora and fauna. Gondwana thrived for 500 million years. Finally, it broke in to separate countries as they exist today. It was the stage when dinosaurs were wiped out and the age of mammals started.

6. What are the indications for the future of humankind?

Ans. Rapid human population growth and limited resources exert pressure on land. Burning of fossil fuels has only helped in increasing the average global temperature. Melting of ice-caps, depletion of the ozone layer and global warming are the real and immediate dangers for mankind. They will affect the lives of all the marine animals and the birds of the region.

Answer the following questions in 100 to 120 words.

1. How is the study of Antarctica useful to us?

Ans. The world's geological history is trapped in Antarctica. Therefore, the study of Antarctica shows that India and Antarctica were part of a supercontinent named Gondwana. This supercontinent existed 650 million years ago. The climate of Gondwana was much warmer. It fostered a huge variety of flora and fauna. Then about 150 million years ago, dinosaurs were wiped out. The age of mammals started. Gondwana was forced to separate into countries. The globe was shaped much as we know it today. A cold circumpolar current was created. It made Antarctica frigid.

2. What lessons can be learnt from an expedition to Antarctica?

Ans. While in Antarctica, one can witness the ice-sheets breaking, water level rising, seals taking sun bath on the ice floes. One can also walk on the thin layers of ice and feel the life under ones feet. One can see icebergs as big as a small country. And earlier these ice sheets were many times bigger than their present size. One can see a green patch of phytoplankton – a microscopic grass that feeds the entire marine life. Lastly, if one can get a chance to dig a bit, one can be lucky to see the fossils of half a million years old animals, plants and birds that got killed in the previous ice-age. This way one can learn the lesson of the slow impending death of the planet earth and therefore take some constructive actions to save it from its doom.

LESSON – 4

THE ENEMY

About the author

Pearl Sydenstricker Buck (1892 – 1973) was an American writer and novelist. She had a Chinese name – Sai Zhenzhu as she spent her childhood in China, being the daughter of missionaries. She was awarded the Pulitzer prize in 1932 and the Nobel Prize in Literature in the year 1938.



CHARACTERS AND PLACES

- Dr. Sadao Hoki** : A Japanese doctor trained by Americans.
- Sadao’s father** : Much concerned about his son’s education, a true patriot.
- Hana** : Wife of Dr. Sadao, met in America, became friends and got married in Japan.
- Tom** : An American prisoner of war, a soldier of U.S. Navy.
- The old General** : A sick Japanese army General, needed an operation, trusted only Dr. Sadao.
- An officer** : A messenger of the General.
- Gardener** : An old gardener in the house of Dr. Sadao.
- Yimi** : Hana’s maid servant.
- The cook** : An old cook in the house of Dr. Sadao.
- House of Dr. Sadao:** A house built on a narrow beach near the sea.

TITLE OF THE LESSON

“The Enemy” is an apt title for the story that has Second World War as the background that eventually culminates in dropping of atomic bombs on Hiroshima and Nagasaki by America. Under these circumstances an American C.W. sailor, by no chance, could be treated as a friend by the Japanese. The servants in Dr. Sadao’s house vehemently protest against his presence and treat him as their sworn enemy; so much so that they sever their long standing relationship with the Sadao over to the police. For the masses that constitute majority of the population all the world over, all individuals belonging to the country, their nation is at war with, are their enemies. The Sadao couple too considers Tom to be their enemy; but being educated, they have a broader and more generous view of life, and in spite of reservations, mental conflicts and various other odds they are confronted with, they take a humanistic view. The doctor’s professional ethics also urge him to treat the American sailor as a patient. Neither Dr. Sadao, nor Hana, at any stage consider him to be their friend in spite of the fact that they have spent a number of years in the States. Hence “The Enemy” is a befitting title for the story.

INTRODUCTION

The Enemy is a story written by Pearl Sydenstricker Buck. It is about a Japanese surgeon, Sadao. He went to study in America and meets a Japanese girl, Hana, there. He marries her and brings her back to Japan to settle down.

THEME OF THE LESSON

The story revolves around the ethics of war. Does one's obligations to one's country super cede one's obligation to family and to humanity? Sadao was faced with the conflict to choose between professionalism and patriotism. The end actually gives us the correct answer as to what motive should rule our decision to choose between country, family and humanity.

BACKGROUND &SETTING OF THE LESSON

In “The Enemy,” a story set in Japan during World War II, an American-trained Japanese surgeon pulls a wounded American sailor, presumably an escaped POW, from the surf behind

his home. At first he and his wife. It is wartime and a doctor needs to make a life or death decision.

MESSAGE OF THE LESSON

The Enemy' gives the message that humanism transcends all man made prejudices and barriers. Dr. Sadao upholds the ethics of medical profession in treating an enemy. The story is a great lesson of peace, love, sympathy, fellow feeling and humanism.

GIST OF THE LESSON:

- Dr. Sadao, a Japanese surgeon finds a wounded American soldier on the beach near his house.
- He is unable to throw him back though he was his enemy as he was a doctor and his first duty was to save a life.
- Hana, his wife, though initially reluctant because it was dangerous for all including the children to keep the enemy in the house, joins her husband in operating and nursing the enemy soldier back to health, even though the servants desert the house.
- Hana assists Dr. Sadao in operating the soldier in spite of her physical discomfort and hesitation.
- Though it was war time and all hands were needed at the front, the General did not send Sadao with the troops as he is an expert surgeon and the General needed him.
- Sadao tells him about the enemy soldier but he does not take any action as he is selfabsorbed and forgets his promise that he would send his private assassins to kill the enemy and remove his body.
- Taking advantage of the general's self-absorption Sadao decides to save the soldiers life. After the soldier is out of danger Dr. Sadao helps him to escape from his house to safety.

Answer the following questions in 30 - 40 words.

1. Who was Dr. Sadao? Where was his house?

Ans. Dr. Sadao was a Japanese surgeon who had mastered the art of surgery in America. He was also a scientist who was trying to find a way that would make wounds completely clean. He lived in a ' square store house' located on a rock above a narrow beach that was outlined with bent pines.

2. Will Hana help the wounded man and wash him herself?

Ans. Yes Hana will help the wounded man because her husband wishes so. Although Hana did not want to help him as he was a war prisoner. His husband also did not want to help him. Yet as the ethics of the doctor he decided to help him. When the maid- servant refused to wash the wound she was forced by the situation to help her husband and washed the wound of the enemy soldier, Tom, to save his life.

3. What will Dr. Sadao and his wife do with the man?

Ans. Dr. Sadao and his wife took the man inside the house. He operated the man and saved his life. He examined him carefully and served him well. Hana helped her husband to operate the wounded man. She nursed the man kindly and sympathetically as none of the servants entered the room.

4. Will Dr. Sadao be arrested on the charge of harbouring an enemy?

Ans. Dr. Sadao could be arrested on the charge of harbouring an enemy. Japan was at war with America. Giving shelter to a sailor the U.S. Navy was anti- national work. But he was a true patriot. He told everything to the old General that he had just performed the duty of a doctor to save the life of patient visited his house. He was a famous and respectable citizen of his country. Therefore, the possibility of his arrest was very remote.

5. Why did Dr. Sadao decide to stop the bleeding of the wounded American soldier?

Ans. Dr. Sadao was a committed doctor. His medical ethics made him attend to the soldier. He considered him only as a wounded individual who needed immediate medical care. He packed the wound with the help of wild sea moss to stop the bleeding immediately.

6. Why did Dr. Sadao not want to throw the wounded soldier back into the sea?

Ans. When Dr. Sadao and his wife saw the wounded soldier, their first reaction was to throw him back into the sea. Dr. Sadao hated Americans. For him all Americans were his enemy. But since the soldier was wounded, the doctor inside Sadao prompted him not to take that step.

7. Why did Dr. Sadao not accompany the Japanese troops?

Ans. Dr. Sadao did not accompany the Japanese troops because the General was ailing and he might require a surgery any time. For this he trusted none other than Dr. Sadao. Also Dr. Sadao was working on a discovery to make wounds entirely clean. So he was required in Japan.

8. Sadao realized that the General would never be able to give him away and that he was secure. What was it that made him feel this way?

Ans. The General had undergone another surgery and Dr. Sadao was the only person whom he trusted. The doctor was indispensable as far as the General was concerned. The doctor realized that even if he is arrested for sheltering an enemy sailor, the General would save him.

9. What secret plan did the General have about the American sailor staying under the care of Dr. Sadao?

Ans. Dr. Sadao was burdened with the sense of guilt at shielding and harbouring an enemy sailor. So he told the General everything about the American prisoner. The General offered to send his own private assassins to Sadao's house at night to help him get rid of the American. He planned that his assassins without much aid and noise would kill the man by causing internal bleeding and would also dispose of the body.

10. Hana told Yumi to wash the soldier. How did Yumi react?

Ans. Yumi was the governess of their children. When Hana requested her to wash the wounded man, she answered bluntly and refused to touch the soldier. She said that she had nothing to do with a white man and especially a dirty one. She threatened that if she was forced, she would leave the job and finally she left the room.

Answer the following questions in 100 words.

1. Write the character sketch of Dr. Sadao Hoki.

Ans. Dr. Sadao was an expert surgeon in the art of healing wounds. He was a scientist too. At the age of 22, his father sent him to America to study surgery and medicine. There he fell in love with Hana but married after returning from Japan when his father was convinced that the girl was a pure Japanese. He was very generous and loyal to his country. His wife Hana was also sympathetic, kind, obedient and faithful wife.

Dr. Sadao was good at heart. He was an obedient son of a patriot father. He fulfilled the dream of his father. He was also a loving husband. He cared for his wife's sentiments. He even regards the views of his wife. On finding the war prisoner on the shore, he seeks complete approval of his wife before bringing the wounded man in.

He had great feelings for his patients. He did not care for anything while treating the patient. He even informed his servants about the wounded soldier of America. He saved his life. He also told the whole event to the General. He helped the prisoner of war, in making good escape. Thus we can say Dr. Sadao was an obedient son, loving and caring husband, dutiful and expert professional, a great patriot and above all complete human being. General Takima trusted him the most.

2. Write the character sketch of Hana.

Ans. Hana is a perfect model of women. She is a good wife, a perfect companion, wise homemaker and an excellent human being. When her servants decided to leave the house, she takes care of all the jobs with ease. Her qualities of head and heart make her take a balanced and human view about the wounded American prisoner of war; an enemy of Japan. In her zest for patriotism, she does not lose sight of the fact that the wounded American in a human being first and an enemy afterwards. Her active participation in all vital decisions that the couple takes, speaks volumes for her presence of mind, confidence and determination. Whether to handover the prisoner of war to the police or allow him to escape is the question that puzzles

her badly. She co-operates her husband to perform the operation successfully. In spite of all her tension, worry and fear, she carries herself with dignity and confidence while dealing with her revolting servants. She handles the situation coolly. In brief, she is an ideal model of women. She is a perfect wife, a capable and devoted mother and a skilled home maker.

3. Why did Dr. Sadao let the wounded American soldier escape? Explain highlighting his character.

Ans. The job of a doctor is to save the life and not to take it. When Dr. Sadao treats the wounded American soldier, he turns a blind eye and a deaf ear to everything else except his patient. With great precaution he takes out the bullet from near the young wounded man's disposal, Dr. Sadao starts feeling guilty and restless. He remains restless for three nights and days. Then he manages to escape the American soldier. After all America and Japan are at war and not Tom and Dr. Sadao. So his decision to save the American soldier's life is the best possible solution to the problem. Finally, his helping the prisoner of war, in making good his escape, asserts that the doctor has a heart of gold. He is a good, dutiful, loving and professionally sound man. He is also a patriot who never thinks the soldier his own countrymen. Being a doctor he saves the life of that soldier considering him a human being. On the whole all this shows that the doctor was basically good at heart.

4. Sadao claims to hate all Americans who he regards as his enemies and yet he revives a dying Americans and leaves no stone unturned to nurse him back to health. What does this contradiction tell you about him?

Ans. It is true that Sadao hates Americans but he is aware of the fact that he is first a doctor then a Japanese. The soldier is first an injured, helpless individual who needs treatment and then an American or Japanese.

Dr. Sadao did not show his dislike towards the wounded American soldier. His duty bound him as a doctor. As a doctor he was expected to save a dying person, to give him treatment and nurse him back to health. This is exactly what he did. This shows that Sadao was duty conscious and had the maturity of being able to separate emotion from duty. In this process all his servants left him but he stuck to his plan. He gives a lease of life to the American and once he is fit, he helps him escape as well.

At least Sadao was kind, affectionate doctor who believed in taking care of his patients. He sees any sick, injured person as someone who needs immediate attention.

5. Justify the title 'The Enemy.'

Ans. 'The Enemy' is an apt title for the story. It is written in the background of the Second World War when America dropped atom bombs on Hiroshima and Nagasaki. Under these circumstances an American prisoner of war, by no way could be treated as a friend by Japanese. The servants in Dr. Sadao's house vehemently protested against his presence and treat him as their sworn enemy; so much so that they severe their long standing relationship with the Sadao over this issue. They want the enemy to be immediately handed over to the police. For the masses that constitute majority of population all the world over, all individuals belonging to the country, their nation is at war with, are their enemies. The Sadao couple too consider Tom to be their enemy; but being educated, they have a broader and more generous view of life, and in spite of reservations, mental conflicts and various other odds they are confronted with, they take a humanistic view. The doctor's professional ethics also urges him to treat the American soldier as a patient. Neither Dr. Sadao nor Hana, at any stage consider him to be their friend in spite of the fact that they have spent a number of years in America. Hence

'The Enemy' is a befitting title for the story.

LESSON – 5

ON THE FACE OF IT

About the author

Novelist Susan Hill (English, 1963) published her first novel whilst studying at King's. Susan was born in Scarborough, North Yorkshire during World War II. Although the family moved to Coventry when Susan was 16, many of her novels and short stories still feature her hometown by the sea.



TITLE OF THE LESSON

The title of the story 'On the Face of It' seems to be very appropriate. The idiom 'On the Face of It' means from appearance alone or apparently. In the play, Derry is frustrated and has lost self-esteem due to people's attitude to him. Everyone thought that his burnt face was terrible, and he was handicapped. Similar was Mr. Lamb's case. He had lost one leg in a bomb explosion. Apparently both Mr. Lamb and Derry had deformities. But Mr. Lamb enabled Derry to have faith in himself and look at the bright side of things and to learn to live with his deformity. Their physical handicap was an apparent thing for them as well as for the world. But the most significant thing is the strength of one's soul. Mr. Lamb was a mentally strong person who handled his own handicap and loneliness very effectively. He became instrumental in Derry change his views about himself and his deformity and start taking things positively. The play deals with the acceptance of the fact that things are not always as they appear, i.e. physical handicap has nothing to do with the mental strength and positive attitude to life.

INTRODUCTION

The story is about an adolescent kid, Derry, who has a consumed face, and Mr. Lamb, who is an impaired elderly person with a counterfeit leg made of tin. Derry accidentally enters his garden to conceal himself from individuals who scorn him due to his revolting face. Mr. Lamb invites him to his nursery and urges him to have an ordinary existence, abandoning his past.

THEME OF THE LESSON

The play revolves around the idea that people with physical disabilities suffer from loneliness and mental pain. The play gives us an insight into how appearances are deceptive.

SETTING OF THE LESSON

The story starts with a teenage boy (Derry) who enters a garden. Due to an accident when acid befall on his face and got burned on one side. He was afraid of facing people that's why he has gone there to hide. Because other people tease him for having such a face.

MESSAGE OF THE LESSON

The play's message is that scars do not transform a person and that handicaps must be embraced by both people and society." Deny had to confront prejudice as a result of his scarred face, and he had become gloomy as a result.

GIST OF THE LESSON

- The play depicts beautifully yet grimly the sad world of the physically impaired.
- It is not the actual pain or inconvenience caused by a physical impairment that trouble a disabled man but the attitude of the people around him.
- Two physically impaired people, Mr. Lamb with a tin leg and Derry with a burnt face, strike a band of friendship.
- Derry is described as a young boy shy, withdrawn and defiant.
- People tell him inspiring stories to console him, no one will ever kiss him except his mother that too on the other side of his face
- Mentions about a woman telling that only a mother can love such a face.

- Mr. Lamb revives the almost dead feelings of Derry towards life.
- He motivates him to think positively about life, changes his mind set about people and things.
- How a man locked himself as he was scared-a picture fell off the wall and got killed.
- Everything appears to be the same but is different- Ex. of bees. And weeds
- The gate of the garden is always open.
- Derry is inspired and promises to come back.
- Derry's mother stops him but he is adamant saying if he does not go now it would be never.
- When he comes back he sees lamb lying on the ground
- It is ironical that when he searches a new foothold to live happily, he finds Mr. Lamb dead.
- In this way the play depicts the heart rendering life of physically disabled people with their loneliness, aloofness and alienation.
- But at the same time it is almost a true account of the people who don't let a person live happily.

Answer the following questions in 30 - 40 words.

1. Who is Mr. Lamb? How does Derry get into his garden?

Ans. Mr. Lamb is an old man. He has lost one of his legs in the war. Now he has a tin leg in its place. He lives in a big house and has a garden of his own. Derry gets into his garden not to steal or pick up apples. He does so because he liked the place and thinks that nobody is inside it. He climbs over the garden wall and comes inside.

2. Which peculiar thing does Derry notice about Mr. Lamb?

Ans. Mr. Lamb advises Derry that he should keep his ears shut. People usually say so many things and he should ignore them all. All these seem peculiar to Derry and all the questions asked by Mr. Lamb are not understood by him. So he calls Mr. Lamb a peculiar person.

3. How does Mr. Lamb try to remove the ugliness from Derry?

Ans. Derry suffers from an acute sense of self-hatred and rejection on account of his burnt face. Mr. Lamb tells him that there is so much beauty in the world to be explored and appreciated. He suggests Derry that hatredness is the worst enemy of human beings. It would harm Derry more than any bottle of acid. It will kill him within. So, he should not complain his looks.

4. Why did Derek enter Mr. Lamb's garden?

Ans. All the children of the neighbourhood used to steal apples from Mr. Lamb's garden. He never used to close the gates. Derek entered his garden out of curiosity. He wanted to explore and see around when it was deserted.

5. What does Mr. Lamb do every day?

Ans. Mr. Lamb lives all alone in a large house with a big garden. All the neighbourhood children visit his garden for crab apples, pears, toffee and jelly. During the day he is busy picking apples, making jellies and toffee. He likes talking to the children who come to his house. He likes to read as well.

6. How does Derry get an ugly face and why does he say that people are afraid of him?

Ans. Derry had an ugly face because acid fell on that part of his face. It became burnt. Whenever people saw him, they stared at him and became afraid of him. People said much cruel things about his face. Somebody said that he had got a terrible face and his mother could love. All these saying hurt Derry badly.

7. What kind of a house did Derry want for himself?

Ans. Derry wanted a house with a garden, open windows and no curtains. The gates of the house should be always open. Mr. Lamb's house was like that. When Derry told Mr. Lamb that he wanted a house like his, Mr. Lamb told him that he could come there anytime he felt like.

8. Why do you think Mr. Lamb changed the subject when Derek was talking to him about being unwanted?

Ans. Derek talks to Mr. Lamb about handicapped people being ugly and consequently the society does not want them. Mr. Lamb deliberately changes the subject to apple picking and jelly making to prevent Derek from getting into a self- pity mode. He does not want Derek to feel miserable.

9. Why does Derry tell Mr. Lamb that he is afraid of seeing himself in the mirror?

Ans. Derry tells Mr. Lamb that he is afraid to see his face in the mirror as his face is terribly scarred. His face was burnt with acid and because of it he draws much attention. Some people are repulsed by its ugliness, while others regard him with pity, but in Derry's own perception, most people are afraid of it.

10. Why is one green growing plant called a 'weed' and another 'flower'? What does Mr. Lamb mean by this statement?

Ans. Mr. Lamb believes that God has created the entire Nature. It is man who has given different names to different creatures and species. All are living beings and all grow and multiply. There are certain inherent differences which we need to respect and appreciate.

Answer the following questions in 100 words.

1. How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?

Ans. Mr. Lamb was an old man who had lost his leg in a bomb explosion. Derry was a young boy of 14 years. His face was burnt from one side as a bottle of acid fell on him. Due to his disfigured face, he had become lonely and withdrawn. He had developed a complex and remained withdrawn from people. When Derry sneaked into Mr. Lamb's garden, he met Mr. Lamb and they got talking about his face and how his disfigured face and people's uncharitable remarks. Mr. Lamb tried to console Derry. He told him to face harsh realities of life bravely. He tried to make him understand that it was the inner beauty of a person that matters. Lamb encouraged him to look at the world around him. Slowly Derry started finding a lot of truth, sense and inspiration in Mr. Lamb's words. Derry appeared quite impressed by the way. He suddenly found a friend in Mr. Lamb. All this helped Derry to start loving life and people around him and that had brought a turning point in his life.

2. Both Derry and Mr. Lamb suffer physical disabilities but their attitude towards life and people is totally different. Highlight their contrasting traits in your own words.

Ans. Derry's one side of the face has burnt as acid fell that side of his face. He suffers from a tremendous sense of inferiority complex. He is always conscious of the fact that his face is 'bad,' 'terrible' and 'the ugliest thing.' People commented him. He tries to escape people. He allows himself alienated from the world. He is never in the mainstream of life. He thinks that no one will ever love and kiss him except his own mother. He can't stand people staring at him or passing uncharitable remarks. He is like an open wound-touchy and hyper sensitive.

On the other hand, Mr. Lamb has a positive attitude towards life, things and people. He doesn't allow his physical disability to come in his way. He accepts life as it comes. He is open minded and open hearted. He keeps the gate of the garden open all the times. All are welcomed by him. He loves everybody and everything. He doesn't find solace in escapism but he remains in the mainstream of life. Children tease him by calling 'Lamey-lamb' but he doesn't mind it. On the other hand, he gives them

jelly and toffees. He has lost his one leg in the bomb explosion in the war yet he enjoys life at his best. He enjoys sitting in the sun, reading books and growing weed plants and flowers. He collects honey, makes jelly and dealing with people and things.

3. Explain: "It is the thinking and something inside us provide to get prominence."

Ans. Derry has developed inferiority complex in him because of his ugly face. He thinks that no one of this world will ever love and kiss him. He is afraid of seeing people and likes to live in seclusion. Mr. Lamb traces inferiority in Derry. In order to remove this complex, he explains that in his garden weeds and flowers and found which form life and beauty of the garden. He then reminds him, the fairy tale of Beauty and the Beast. Derry knows how a princess loves a beast who turns into a handsome prince when she kisses. It is because he has something very beautiful inside him. Derry is too good from inside. His face is not important. The important thing is what he thinks and feel and what he wants to see and find out. Mr. Lamb tells Derry that he has brain and limb. He can attain whatever he chooses in case he sets his mind on it. He should not care for others what they say. This has a very healthy effect on the boy.

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LESSON – 6

MEMORIES OF CHILD

About the author

BEFORE YOU READ

This unit presents autobiographical episodes from the lives of two women from marginalised communities who look back on their childhood, and reflect on their relationship with the mainstream culture. The first account is by an American Indian woman born in the late nineteenth century; the second is by a contemporary Tamil Dalit writer.

Gertrude Simmons Bonnin, born in 1876, was an extraordinarily talented and educated Native American woman who struggled and triumphed in a time when severe prejudice prevailed towards Native American culture and women. As a writer, she adopted the pen name 'Zitkala-Sa' and in 1900 began publishing articles criticising the Carlisle Indian school. Her works criticised dogma, and her life as a Native American woman was dedicated against the evils of oppression.

Bama is the pen-name of a Tamil Dalit woman from a Roman Catholic family. She has published three main works: an autobiography, 'Karukku', 1992; a novel, 'Sangati', 1994; and a collection of short stories, 'Kisumbukkaaran', 1996. The following excerpt has been taken from 'Karukku'. 'Karukku' means 'Palmyra' leaves, which with their serrated edges on both sides, are like double-edged swords. By a felicitous pun, the Tamil word 'Karukku', containing the word 'karu', embryo or seed, also means freshness, newness.

TITLE OF THE LESSON

The title 'Memories of Childhood' is very appropriate and suggestive. The chapter aims to showcase the bitter memories of the childhood of two women of different cultures through their autobiographical extracts of social discrimination and oppression and the resulting feelings of rebellion in their later life. Zitkala-Sa and Bama both look back at their childhood reflecting upon the indignities and conflict between races and cultures respectively, which they had to face as children. Though the women were young, they knew well of the injustice and oppression that prevailed and were determined to face the odds and stand against it. The atrocities they faced as children, propelled them into becoming rebels against the marginalisation of the underprivileged section of the society, and they went on with their fight against injustice.

THEME OF THE LESSON

Memories of Childhood explore a common universal theme of prejudices and humiliation faced by marginalized communities from mainstream culture and how both brave girls use their talent, understanding,wit and education to stand up for their own and community rights. Both use the power of pen to fight oppression.

MESSAGE OF THE LESSON

The lesson 'Memories of Childhood' is a portrayal of two autobiographical accounts. One by American Indian woman and the second by a Tamil Dalit writer. Both stories highlight the women's oppression, class barriers, racialism, discrimination and exploitation that tend to pull them down.

CHARACTERS AND PLACES

- Gertrude Simmons : The narrator of the story
- Zudewin : A friend of Gertrude Simmons
- A pale-faced woman : A teacher or a member of staff at the Carlisle Indian Industrial School in Carlisle.

INTRODUCTION

This account relates to an American Indian woman who becomes the victim of racial discrimination. She is admitted to a school where native Indians do not get respect, honour, dignity and due weightage in America. She is forced by the whites to follow their traditions and traits. Simmons is dragged out and tied to a chair to shingle out her long hair. She cries, struggles, kicks, resists, shows reluctance and she ultimately feels like one of the many animals driven by a herder.

SUB- TITLE “THE CUTTING OF MY LONG HAIR”

She was shocked to know that the school authorities were going to cut her long hair as it was the system of that school. But in her community shingled hair was worn only by cowards. So, she hid herself under a bed in a large room. ... The loss of her hair was the worst indignity that she went through.

GIST OF THE LESSON

- The story begins with the introduction of the Carlisle Indian School. The narrator describes her first day at school. It was very cold and unpleasant as there was a lot of snow around. The entire extract deals with Zitkala-Sa’s shingling of hair. When she came to this school, she found it a strange place where everything seemed to be mechanical. A very loud and metallic bell rang for breakfast. There was an annoying clatter of feet on the entire bare floor. She is unnerved because of so much noise.
- Here, she finds that all the girls start marching to the dining room after hearing the bell. They have been supervised by a pale-faced woman. Small girls wore aprons and had shingled hair. The girls were dressed in clinging clothes. The breakfast was served and eaten very mechanically. There was a bell to stand, another to sit, next to pray and after that another to start the breakfast. All this was totally new for the narrator.
- Her friend Judewin warned her that the pale-faced woman was talking about the cutting of her long hair. The narrator did not want her hair to be shingled because, in her community, shingling of hair was considered as inauspicious and undignified. Only the traitors or the mourners had their hair shingled. Though her friend told her that they would have to submit and others were shingling. The narrator decided to struggle and not to submit. She creeps upstairs unnoticed and hid herself under the bed in a dark corner. But finally, she was discovered and dragged out. She scratched and kicked but was forcibly taken downstairs and was tied fast to a chair. Her thick braids were cut off. And with this, she lost her spirits. She realised the indignities suffered by her after she was separated from her mother. She was tossed here and there like a wooden puppet and felt humiliated like a coward. She was treated like an animal and no one came to comfort her.

We Too Are Human Beings

- In this story, Bama narrates the experiences of a young Dalit school girl in a south Indian village. The narrator had never heard of untouchability being talked about openly by anyone but she felt, experienced and was humiliated by what she saw. While coming back from school, she used to spend a lot of time watching all the fun and games, entertaining novelties, oddities, shops in the bazaar on the way. She used to watch performing monkeys, a man pedalling for days, the activities at Maariyaata temple, the statue of Gandhiji, the sweets and snacks, hunter gipsy and wild lemurs in cages. She used to hear the political parties giving speeches, saw the puppet show, street plays, coffee shops, fruit trees and peddlers selling fruits, snacks, halwa and iced lollies.
- While on the way, she saw an interesting scene outside the landlord’s house. Here a threshing floor was set up with the landlord watching the proceedings. Some people were driving cattle for threshing the corn. She saw an elder of her community carrying a big packet in a funny manner which made her laugh. He gave this packet which contained vadais to the landlord without touching it and the landlord opened the packet and ate the vadais.

- Bama narrates this incident to her brother with all the comic details. But to her surprise, her brother is not amused. The narrator is told that the landlord was of upper caste and their touch would pollute the food. This made the narrator sad and angry and felt outraged at the exploitation. She condemns it as a curse against humanity. She strongly believed that their community should boycott and refuse to do petty errands. She came to know that despite being so educated, her brother was questioned about his caste. All the Dalits used to live together in a separate place away from the upper class.
- Annan, her brother, told the narrator that they are not respected or given dignity due to their community.
- He said that education is the only way to gain respect. The narrator was advised to work hard and learn. She obeyed her brother with great determination and studied hard. She stood first in her class. Many people tried to befriend her.

Answer the following questions in 30 to 40 words.

1. What does Zitkala-Sa remember about her 'first day in the land of apples'?

Ans. It was a bitter-cold day. The snow still covered the ground. The trees were bare. A large bell rang for breakfast. Its loud metallic sound crashed through the belfry overhead and penetrated into their sensitive ears.

2. How did Zitkala-Sa react to the various sounds that came when the large bell rang for breakfast?

Ans. The annoying clatter of shoes on bare floors disturbed the peace. There was a constant clash of harsh noises and an undercurrent of many voices murmuring an unknown tongue. All these sounds made a bedlam within which she was securely tied. Her spirit tore itself in struggling for its lost freedom.

3. Where were the girls taken and how?

Ans. The girls were marching into the dining room in a line. The Indian girls were in stiff shoes and tightly sticking dresses. The small girls wore sleeved blouses and shingled hair. They did not seem to care that they were immodestly dressed.

4. "I felt like sinking to the floor", says Zitkala-Sa. When did she feel so and why?

Ans. It was her first day at school. She was marching into the dining room with other girls in a line. She walked noiselessly in her soft moccasins. But she felt that she was immodestly dressed, as her blanket had been removed from her shoulders. So, she felt like sinking to the floor.

5. "But this eating by formula was not the hardest trial in that first day", says Zitkala-Sa. What does she mean by 'eating by formula'?

Ans. The ringing of a large bell summoned the students to the dining room. Then a small bell tapped. Each pupil drew a chair from under the table. Then a second bell was sounded. All were seated. A man's voice was heard at one end of the hall. They hung their heads over the plates. The man ended his mutterings. Then a third bell tapped. Everyone picked up his/her knife and fork and began eating.

6. How did Zitkala-Sa find the 'eating by formula' a hard trial?

Ans. She did not know what to do when the various bells were tapped and behaved unlike others. When the first bell rang, she pulled out her chair and sat in it. As she saw others standing, she began to rise. She looked shyly around to see how chairs were used. When the second bell was sounded, she had to crawl back into her chair. She looked around when a man was speaking at the end of the hall. She dropped her eyes when she found the paleface woman looking at her. After the third bell, others started eating, but she began to cry.

7. What did Judewin tell Zitkala-Sa? How did she react to it?

Ans. Judewin knew a few words of English. She had overheard the paleface woman. She was talking about cutting their long, heavy hair. Judewin said, "We have to submit, because they are strong." Zitkala-Sa rebelled. She declared that she would not submit. She would struggle first.

8. 'Why, do you think, was Zitkala-Sa so opposed to cutting of her hair?

Ans. Zitkala-Sa had heard from her mother that only unskilled warriors, who were captured, had their hair shingled by the enemy. Among their people, short hair was worn by mourners, and shingled hair by cowards. Since she was neither, she was dead against cutting of her long hair.

9. How did Zitkala-Sa try to avoid the inevitable loss of her long hair?

Ans. She crept up the stairs and passed along the hall. She did not know where she was going. She turned aside to an open door. She found a large room with three white beds in it. The windows were covered with dark green curtains. She went to the corner farthest from the door and crawled under the bed in the darkest corner.

10. How was the search made for Zitkala-Sa?

Ans. First, they called out her name in the hall in loud voices. Then the steps were quickened. The voices became excited. The sounds came nearer. Women and girls entered the room. They opened closet doors. They peeped behind large trunks. Someone threw up the curtains. The room was filled with sudden light. Someone stooped, looked under the bed and found her there.

11. How was Zitkala-Sa treated on being traced from her hiding place?

Ans. Zitkala-Sa was dragged out. She tried to resist by kicking and scratching wildly. But she was overpowered. She was carried downstairs and tied fast in a chair. She cried aloud and kept shaking her head.

12. What did Zitkala-Sa feel when her long hair was cut?

Ans. When she heard them remove one of her thick braids, she lost her spirit. She had suffered utmost indignities there. People had stared at her. She had been tossed about in the air like a wooden puppet and now her long hair was shingled like a coward's. In her anguish, she moaned for her mother. She felt herself as one of the many little animals driven by a herder.

13. Which words of her brother made a deep impression on Bama?

Ans. While returning home, Bama's elder brother told her that although people do not get to decide the family they are born into, they can outwit the indignities inflicted upon them. It left a deep impression on her.

14. Name some of the novelties and oddities in the streets that attracted Bama?

Ans. These included the performing monkey, the snake charmer's snake, the cyclist who had kept on biking for three days, the spinning wheels, the Maariyaata temple and the huge bell hanging there. She also noticed the pongal offerings being cooked in front of the temple.

15. What were the articles in flit stalls and shops that fascinated Bama?

Ans. She saw the dried fish stall by the statue of Gandhiji; the sweet stall, and the stall selling fried snacks. There were many other shops next to each other. Then there was the narikkuravan hunter-gypsy. He had his wild lemur in cages. He sold needles, clay beads and instruments for cleaning out the ears.

16. What sort of shows or entertainments attracted the passers-by?

Ans. Sometimes various political parties put up a stage. They addressed people through their mikes. There might be a street play, a puppet show, or a "no magic, no miracle" stunt performance. There was some entertainment or the other happening there from time to time.

17. Which actions of the people would Bama watch keenly in the bazaar?

Ans. She watched how each waiter in the various coffee clubs would cool the coffee. He would lift a tumbler high up. Then he would pour its contents into another tumbler held in the other hand. She observed how the people, chopping up onion, would turn their eyes elsewhere to avoid irritation in their eyes.

18. Why was Zitkala-Sa in tears on the first day in the land of apples?

Ans. On the first day in the land of apples, Zitkala-sa was in tears. The main reason of tears was that her hair was mercilessly cut. She had heard from her m other that only unskilled warriors, who were captured, had their hair shingled by the enemy. That is why she shook her head in resistance.

19. Which fruit or sweet delicacies did she observe in the bazaar?

Ans. There would be mango, cucumber, sugar-cane, sweet potato, palm-shoots, gram, palm - syrup, palm-fruit, guavas and jack-fruit, according to the season. She would see people selling sweet and savoury fried snacks, payasam, halva, boiled tamarind seeds and iced lollies each day.

20. How were the threshing proceedings going on in the corner of the street?

Ans. There was a threshing floor set up in the corner of the street. People were hard at work. Theywere driving cattle in pairs, round and round, to tread out the grain from the straw. The animals were muzzled so that they couldn't eat the straw. Bama stood there watching for fun. The landlord was watching the proceedings. He was seated on a piece of sacking spread over a stone ledge.

21. What, do you think, made Bama want to double up and shriek with laughter?

Ans. Bama saw an elder of their street coming along from the direction of the bazaar. He was a big man. He was carrying a small packet, holding it out by its string. The manner in which he was walking along ma de Far a want o d u k e up. She w nt d co shriek with laughter at the funny sight.

22. How did the elder approach the landlord and offer him the packet?

Ans. The elder went straight up to the landlord. Then he bowed low and extended the packet towards him. He cupped the hand that held the string with his other hand. The landlord opened the parcel and began to eat the vadais.

23. What explanation did Bama's elder brother Annan give her about the elder's "funny" behaviour?

Ans. Annan told Bama that the man was not being funny when he carried the package by the string for his landlord. The upper caste people believed that others must not touch them. If they did, they would be polluted. That was the reason why he (the elder man) had to carry the package by its string.

24. How did Bama react on learning about untouchability?

Ans. Bama became sad on listening how the upper caste people behaved towards low caste persons like them. She felt provoked and angry. She wanted to touch those vadais herself. She wondered why their elders should runerrants for the miserly rich upper caste landlords and hand them over things reverently, bowing and shrinking all the while.

25. How did the landlord's man behave with Annan?

Ans. The man thought that Annan looked unfamiliar, and asked his name respectfully. However, his manner changed as soon as Annan told his name. The man immediately asked the name of the street he lived in. The purpose was to identify his caste from the name of the street.

26. How, according to Annan, was the caste system discriminatory? How can one overcome the indignities?

Ans. Annan said that the lower caste people were never given any honour or dignity or respect. They were deprived of all that. Thus, the caste system was discriminatory. But, if they studied and made progress, they could throw away those indignities.

27. What advice did Annan offer Bama? What was the result?

Ans. Annan advised Bama to study with care and learn all that she could. If she was always ahead in her lessons, people would come to her of their own accord and attach themselves to her. Bama followed her brother's advice and studied hard. She stood first in her class, and because of that, many people became her friends.

Answer the following questions in 100 words.

1. Why did Zitkala-Sa feel oppressed in new establishment?

Ans. Since the day, the author was taken away from her mother, she had suffered extreme indignities. People had stared at her. She had been tossed about in the air like a wooden puppet. Her blanket had been removed from her shoulders. She felt that she was immodestly dressed. She was so shocked and oppressed that she felt like sinking to the floor. Later, her soft moccasins were taken away. These were the traditional footwear of the local Indian American. They were replaced by squeaking shoes. She saw other Indian girls in stiff shoes and tightly sticking dresses. The small girls wore sleeved aprons and shingled hair. The worst indignity she suffered was the cutting of her long hair. The coward's shingled hair made her moan with anguish. She felt she was not a human being but one of the little animals driven by a herder. The systematic erosion of their culture and disrespect to women was quite oppressive.

Q2. "But this eating by formula was not the hardest trial in that first day", says Zitkala-Sa. What do you understand by 'eating by formula' and how did she find it a hard trial?

Ans. There was a fixed procedure laid down for breakfast. Zitkala-Sa calls it 'eating by formula'. The ringing of a large bell summoned the Indians to the dining room. Boys and girls entered the dining room in lines from separate doors. Then a small bell was tapped. Each of the pupil drew a chair from under the table. The writer also did so. She supposed this act meant they were to be seated. So she slipped into the chair. She found others standing. Just when she began to rise, looking shyly, the second bell sounded and all sat down. Then she heard a man's voice at one end of the hall. She looked around to see him. But all the others hung their heads over their plates. She found the paleface woman watching her. When the man ceased his muttering, a third bell was tapped. Everyone picked up his knife and fork and began eating. She began to cry. She was so afraid that she could not do anything further. Her discomfiture was caused by her unfamiliarity with the procedure. However, she found it a difficult experience—a sort of trial.

3. "I will not submit! I will struggle first!" says Zitkala-Sa. What was she going to resist and why? What efforts did she make and what was the outcome?

Ans. Zitkala-Sa had long, heavy hair. Her Mend Judewin had overheard the paleface woman talk that their hair was to be shingled. Zitkala-Sa decided to resist it. Among their people, short hair was worn by mourners, and shingled hair by cowards. Unskilled warriors captured by the enemy also got their hair shingled. Cutting a woman's long hair was thus against their tradition and culture. She tried to avoid it. She crept up the stairs quietly and hid herself under the bed in a room with darkgreen curtains. She had crawled to the corner farthest from the door and lay close in the darkest corner. Soon she heard her name shouted in the hall. Then the steps were quickened and voices became excited. Women and girls entered the room. They opened closet doors and peeped behind large trunks. Someone threw up the curtains. The room was filled with sudden light. Someone stooped, looked under the bed and saw her there. She was dragged out though she resisted by kicking and scratching wildly. She was carried

downstairs and tied fast in a chair. She cried aloud and kept shaking her head till the scissors cut her long hair.

4. What diversions in the streets, shops and the bazaar attracted Bama, tethered her legs and stopped her from going home?

Ans. There were many novelties and oddities that attracted Bama. These included the performing monkey, the snake charmer's snake, the narikkuravan huntergypsy's wild lemur in cages, -the cyclist who had been pedalling for three days, the spinning wheels, the Maariyaata temple and its huge bell. She also noticed the pongal offerings being cooked in front of the temple. There was a dried fish stall near the statue of Gandhiji. There was a sweet stall and a stall selling Med snacks. There were many shops next to each other. The public meetings of political parties, street plays, puppet shows, and stunts were other entertainments. She would watch how the waiters would pour coffee from a tumbler held high to another low down to cool it. Then she saw people who chopped onion kept their eyes to another side to avoid irritation. She admired the various fruits that came to the bazaar according to the season. She also noticed people selling sweet and savoury fried snacks. These were the usual scenes and sights that tethered her legs and stopped her from going home.

5. How did Bama react to the threshing proceedings in a corner of their street and the spectacle of a big man carrying a packet by its string?

Ans. Bama watched the threshing floor, people working with cattle to tread out the grain and the muzzled animals with a child's curiosity. She stood there watching the fun. The landlord was also watching the proceedings. He was seated on a piece of sacking spread over a ledge. Then she saw a big man, an elder of her street, coming along from the direction of the market. The manner in which he was walking along made her want to double up. She wanted to shriek with laughter at the sight of such a big man carrying a small packet by its string, without touching. She thought that the package might come undone and its contents fall out. 'Then the elder went straight upto the landlord, bowed low and extended the packet towards him. He cupped the hand that held the string with his other hand. The landlord opened the parcel and began to eat the vadais. She found the whole scene quite funny and amusing. She related it to her brother in all its comic details.

6. How did Bama's brother explain the elder's behaviour to her? What was her immediate reaction?

Ans. Bama's elder brother, Annan, told her that the big man was not being funny when he carried the package by the string for his landlord. The upper caste people believed that others must not touch them. If they did so, they (people belonging to upper caste) would be polluted. That was why he did not touch the contents but held the packet by its string. Bama didn't want to laugh any more now. She felt terribly sad. She could not understand how the vadai, first wrapped in a banana leaf and then parcelled in a paper, would become disgusting if one of them held that package in his hands. She felt so provoked and angry that she wanted to touch those vadais herself straightaway. She wondered why they had to fetch and carry for these people. She was infuriated that an important elder of theirs went meekly to the shops to fetch snacks and then handed them over reverently, bowing and shrinking to the fellow who sat there and stuffed them in his mouth. She felt that they too were human beings. Their people should not do petty jobs for the miserly rich upper castes. They should work in their fields, take home their wages and leave it at that.

7. What indignities did the caste system heap on the lower castes? How could they end the discrimination? How did Bama react to her brother's advice?

Ans. According to Annan, the caste system was highly discriminatory. It put the lower castes in a very disadvantageous position. They were never given any honour, dignity or respect. They were deprived of all that. The only way to end this social discrimination was self-improvement. They should study hard and make progress. Then they could throw away all those indignities. He advised Bama to study with care and learn all that she could. If she was always ahead in her lessons, people would come to her of their own accord and attach themselves to her. The words "work hard and learn" became the guiding principles of Bama's life. She studied hard

with all her breath and being. She was almost in frenzy. She stood first in her class and, because of that, many people became her friends. This was the beginning of her illustrious career.

8. What oppression and discrimination did Zitkala-Sa and Bama experience during their childhood? How did they respond to their respective situations?

Ans. Zitkala-Sa was a victim of social and cultural oppression by the victors who had overpowered them by their sheer strength. They were prejudiced towards Native American culture and women. They adopted force and oppression to compel the natives to shed their age-old traditions and customs. The cutting of the long hair of Zitkala-Sa is a symbol of their oppression. She opposed this prejudice and oppression by rebelling against it. She protested with all her strength. Bama was a victim of caste system. She had seen, felt and experienced the evils of untouchability when she was studying in the third standard. She felt humiliated by what it was. She struggled hard against this social discrimination. She studied hard and topped in her class. Many students became her friends. Thus, both Zitkala-Sa and Bama fought the existing circumstances with courage and determination and ended the prejudice, discrimination and oppression.

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